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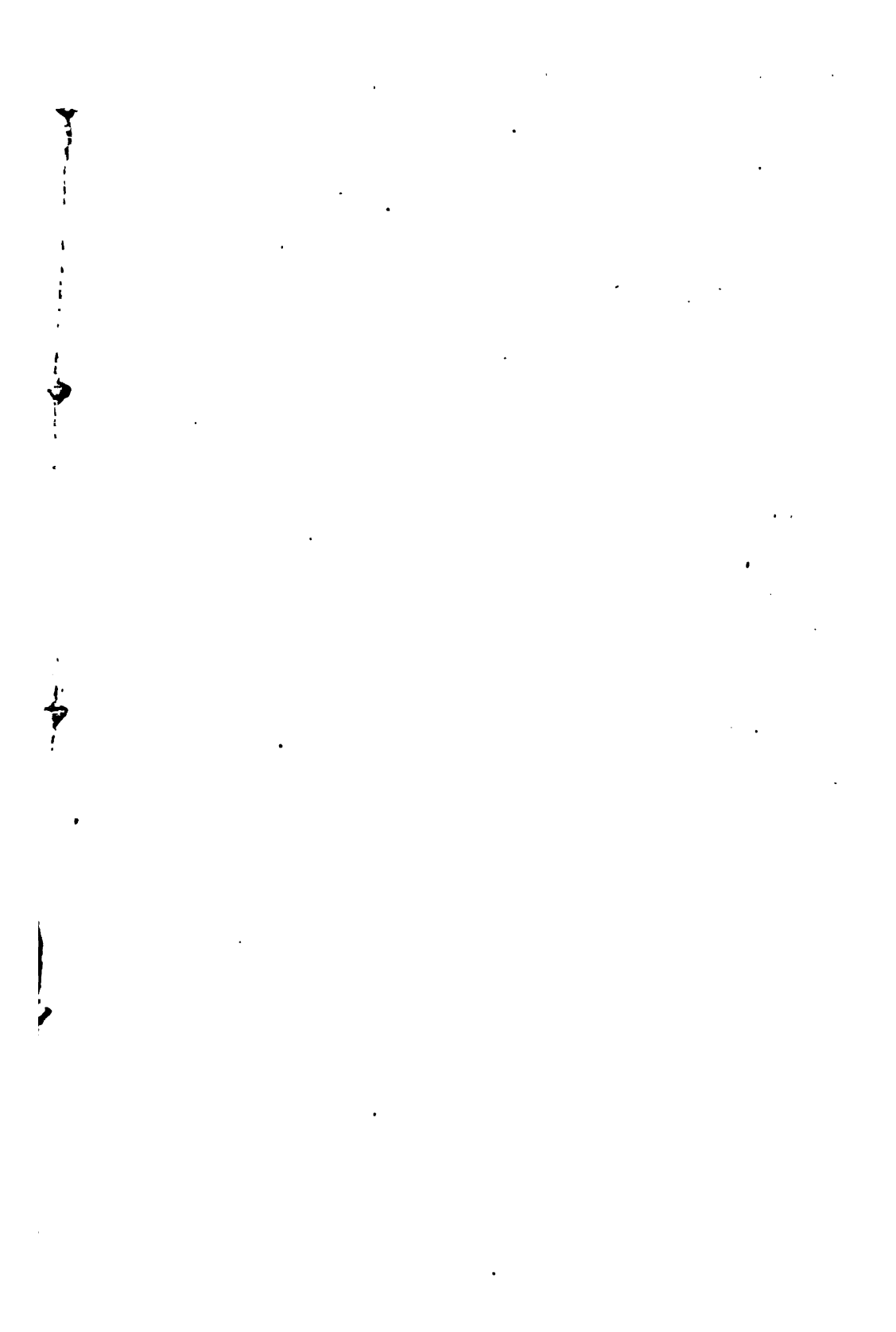
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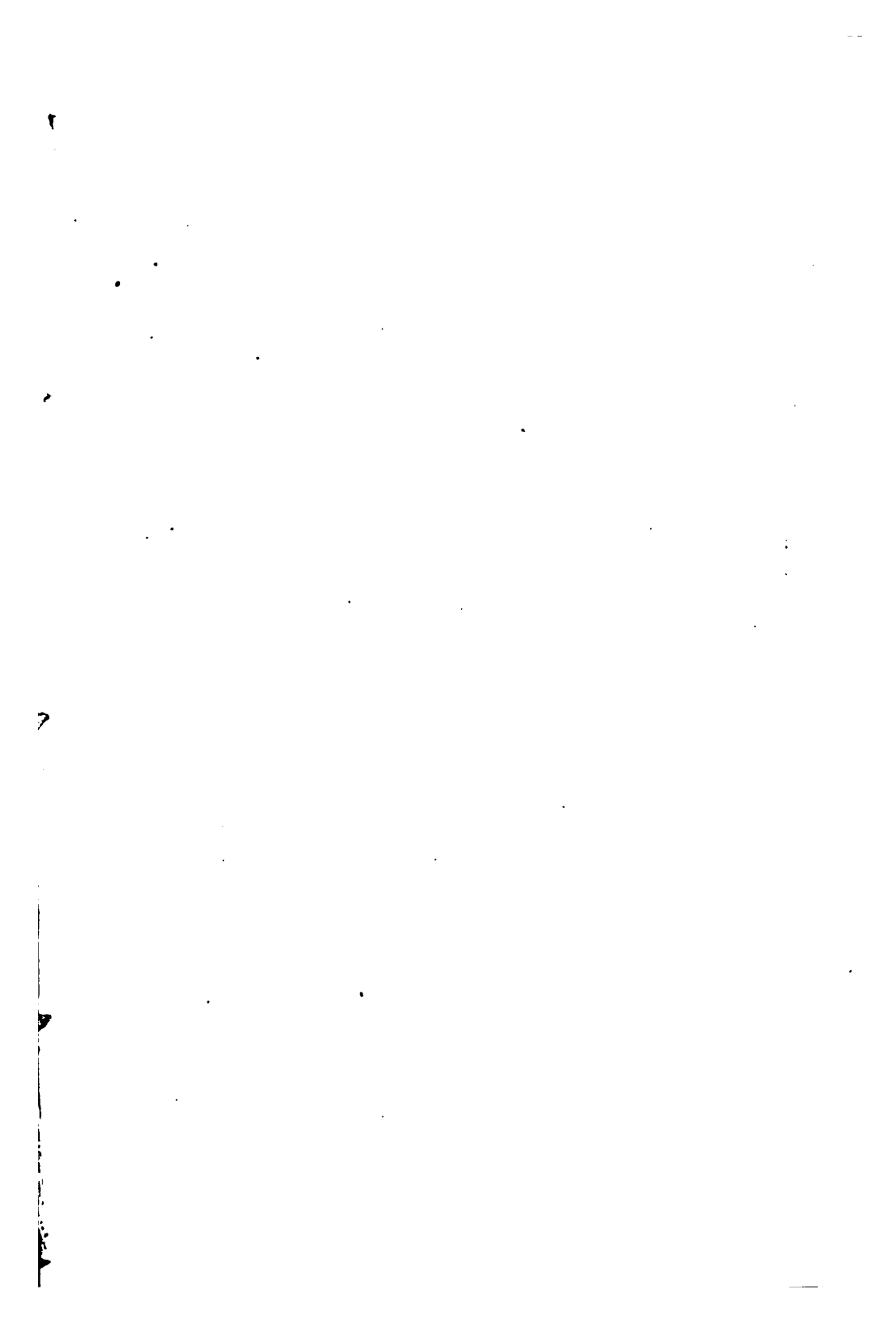
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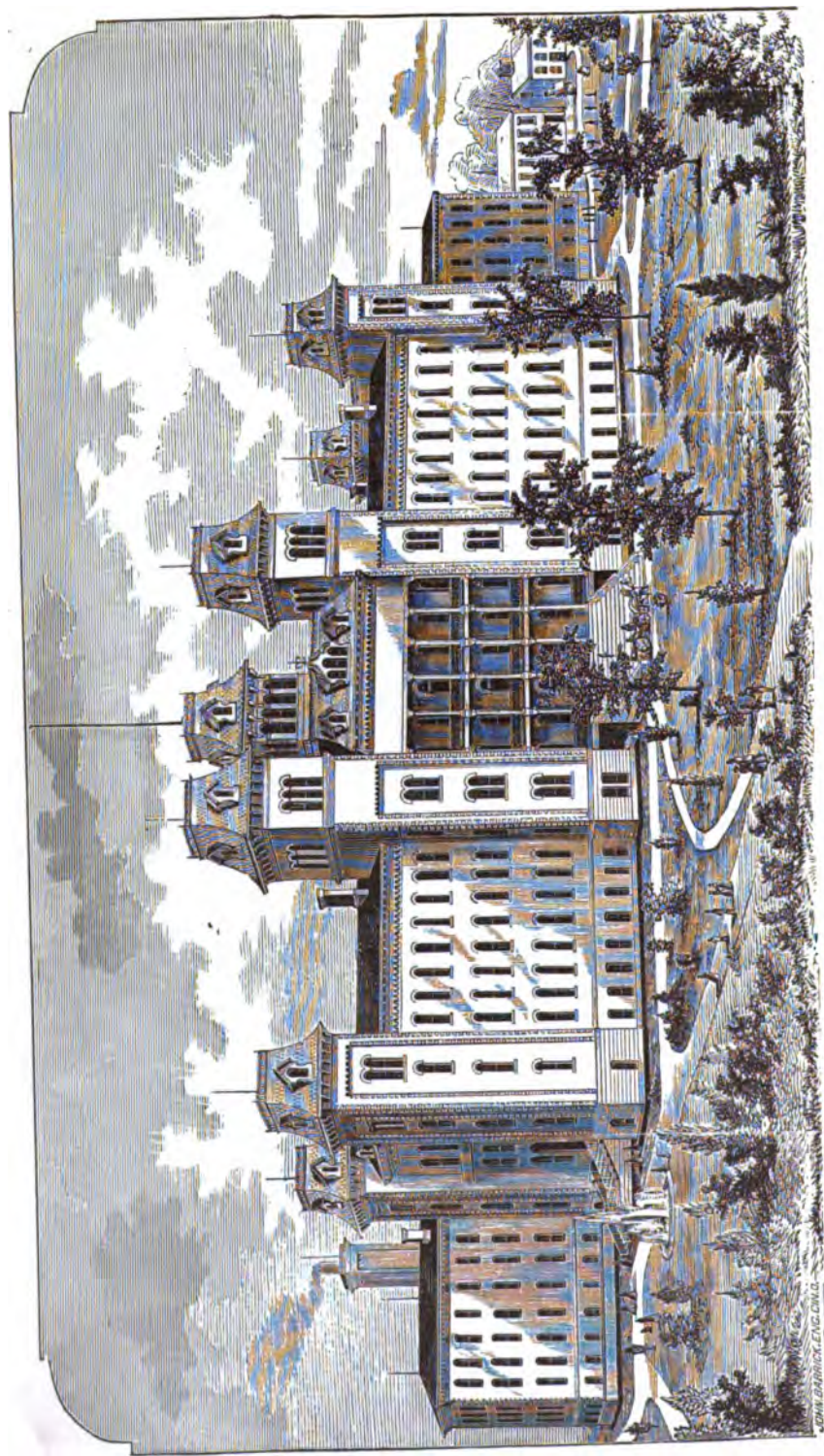
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ARTES SCIENTIA VERITAS





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OHIO INSTITUTION FOR THE DEAF AND DUMB.
(Engraved by JOHN BARRICK, a Graduate of the Institution.)

J. C. Gnd.

PROCEEDINGS
OF THE
NINTH CONVENTION
OF
AMERICAN INSTRUCTORS
OF THE
DEAF AND DUMB,
HELD AT THE
INSTITUTION FOR THE DEAF AND DUMB,
COLUMBUS, OHIO,
AUGUST 17-22, 1878.



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PROCEEDINGS.

FIRST DAY.

Saturday, August 17, 1878.

The Convention assembled at 3 o'clock P.M., preparatory to organization, when E. M. Gallaudet, L.L.D., President of the National Deaf Mute College, Washington, D. C., called the meeting to order, and said:

LADIES AND GENTLEMEN: It becomes my duty as Chairman of the Executive Committee to read the call of the Convention about to assemble.

OHIO INSTITUTION FOR THE EDUCATION
OF THE DEAF AND DUMB,
COLUMBUS, OHIO, *February 26, 1878.*

At the Eighth Convention of American Instructors of the Deaf and Dumb, held at Belleville, Ontario, Canada, on the 15th-20th of July, 1874, the following resolution was adopted:

"*Resolved*, That all invitations for the entertainment of the next Convention be referred to the Standing Committee, who shall determine the matter, and duly announce the time and place."

At a meeting of the Committee, held in New York on the 7th of November, 1877, a communication was presented from the Board of Trustees of the Ohio Institution for the Education of the Deaf and Dumb, through G. O. Fay, Esq., Superintendent, cordially inviting the Convention to meet in Columbus, at their Institution, during the summer of 1878.

This invitation was accepted by the Committee, and Mr. Fay was, by vote, requested to act as local committee.

After consultation with the authorities of the Ohio Institution, it has been decided to invite the Convention to meet in August of the present year, and notice is hereby given that the Ninth Convention will be called to order on Saturday, the seventeenth day of August, 1878, at three o'clock P.M.

An invitation is extended to all persons engaged in the education of the deaf and dumb in the United States and the Dominion of Canada, to be present at this Convention ; and it is suggested to the principals of the several institutions that they invite such persons as may have been instructors, or are for other reasons interested in deaf-mute education, as might, in their judgment, properly participate in the proceedings of the Convention in the capacity of honorary members.

The Convention, at its last meeting, adopted a resolution directing the Executive Committee to recommend to the writers of papers to observe the limit of twenty minutes, and to require that no paper shall exceed thirty minutes in its delivery ; and also that an abstract, not to exceed one page, be furnished to the Business Committee of the Convention on the first day of the session.

The Committee request that early notice may be given of intentions to present papers, the titles being forwarded to G. O. Fay, Esq., Local Committee of Arrangements ; to whom, also, due notice should be given by the delegates of their purpose to attend the Convention.

It is expected that the sessions of the Convention will continue at least through Wednesday, the 21st of August, on which day the Association of American Instructors of the Blind will meet in Columbus.

In behalf of the Committee,

E. M. GALLAUDET, *Chairman.*

Mr. Gallaudet continued: The hour named in the call having arrived, I take pleasure in nominating to the Convention, for the office of Temporary President, Dr. A. G.

Byers, Secretary of the Ohio Board of State Charities, and for Temporary Secretary, Mr. C. S. Perry, of the Ohio Institution.

The nominations were confirmed unanimously.

Dr. Byers, upon taking the chair, said:

Mr. President, Ladies, and Gentlemen: But a few minutes since, it was intimated to me that I would be called upon to preside temporarily at your organization as a convention. Personally, it is a great pleasure, certainly a distinguished honor, and I only regret that I cannot convey in words, the sincere gratification I experience in looking upon your faces to-day, and in contemplating your object in coming to our State. The brief notice extended to me of this honor, saves you from a speech, and yet I wish not to have silence misconstrued.

I am aware that a hearty welcome needs no formal expression. I could scarcely convey to your minds the pleasure that we have had in anticipation of your visit to this institution, and to the other benevolent institutions of our State. This pleasure will find its better utterance in the hospitality we desire to extend, and which we hope will contribute to your comfort and enjoyment.

I will not detain you with remarks. I choose rather to give way to those with whom you are more familiar, and who can speak more pertinently of the great work whose interests you are here to promote.

We anticipate profit from your counsels, as well as pleasure from your presence, and would invoke upon you the guidance and blessing of God that upon the members of this Convention, as upon your deliberations, His favor may abide.

Once more thanking you, and assuring you of a most hearty welcome, we will proceed to the more formal organization of the Convention.

Prof. E. A. Fay, of the National College, at Washington,

moved that a Committee of three on Credentials and Enrollment be now appointed.

Adopted.

The chair appointed Messrs. E. A. Fay, of Washington, D.C.; R. H. Kinney, of Nebraska, and G. F. Schilling, of Wisconsin, committee.

After consultation, the committee submitted the following

REPORT :

The Committee on Credentials and Enrollment respectfully report the following named persons as entitled to seats in this Convention :

American Asylum.—E. C. Stone, Principal.

New York Institution.—I. L. Peet, LL.D., Principal.

Pennsylvania Institution.—Joshua Foster, Principal.

Kentucky Institution.—J. A. Jacobs, Principal; L. Eddy, G. T. Schoolfield, Miss M. J. Stephens.

Ohio Institution.—G. O. Fay, Superintendent; C. S. Perry, A. H. Hubbell, R. Patterson, J. D. H. Stewart, P. M. Park, J. M. Park, A. B. Greener, Miss L. K. Thompson, Miss Sarah Noyes, Miss L. E. Brown, Mrs. I. W. Kessler, Miss M. C. Bierce, Miss R. E. Hare, Miss S. F. Perry, Miss M. A. Byers, Miss H. W. Dare, Miss J. A. Shrom.

Honorary Members.—Hon. E. L. Hinman, Gen. Samuel Thomas, Trustees; N. R. Coleman, Physician; H. C. Filler, Steward; Mrs. C. A. Babbitt, Matron; Mrs. M. Syler, Mrs. H. A. Rose, Assistant Matrons; Mrs. M. A. Kidder, Housekeeper; Col. W. W. Bond, Supervisor of State Printing; M. C. Lilly, Superintendent of State Bindery; P. P. Pratt, Master of Shoe Shop.

Indiana Institution.—Rev. Thomas MacIntire, Ph.D., Superintendent; S. J. Vail, H. C. Hammond, Wm. N. Burt, Wm. A. Caldwell, Miss F. MacIntire, Miss N. S. Hiatt, Miss L. C. Sheridan.

Honorary Member.—Miss Julia Taylor, Matron.

Tennessee Institution.—L. A. Houghton.

North Carolina Institution.—H. A. Gudger, Principal; J. E. Ray, G. E. Gibson.

Illinois Institution.—F. Read, S. T. Walker, Miss H. Gillett, Miss F. Wood, Miss E. A. Rockwell, Miss F. W. Rockwell.

Honorary Member.—P. G. Gillett, LL.D.

Georgia Institution.—W. O. Connor, Principal; James Fisher.

Honorary Members.—Hon. S. A. Echols, Trustee; Mrs. J. Fisher.

Missouri Institution.—J. N. Tate, Mrs. J. N. Tate.

Wisconsin Institution.—G. F. Schilling, W. A. Cochrane, Z. G. McCoy, and Mrs. Z. G. McCoy.

Honorary Members.—Rev. A. L. Chapin, D.D., LL.D., Hon. E. D. Holton, Trustees.

Michigan Institution.—J. W. Parker, Principal; Willis Hubbard, J. J. Buchanan.

Honorary Members.—G. H. Pond, Mrs. J. W. Parker; Miss E. A. Hall, Matron.

Iowa Institution.—J. A. Kennedy, Principal of Academic Department; C. S. Zorbaugh.

Mississippi Institution.—C. H. Talbot, Principal.

Texas Institution.—J. R. Dobyne, Principal of Academic Department.

National College.—E. M. Gallaudet, Ph.D., LL.D., President; E. A. Fay, A. G. Draper.

Alabama Institution.—Mrs. J. H. Johnson.

Honorary Member.—G. M. Cruikshank, Teacher of the Blind.

Minnesota Institution.—D. H. Carroll, Mrs. D. H. Carroll.

Clarke Institution.—Miss H. B. Rogers, Principal; Miss C. A. Yale.

Arkansas Institution.—W. G. Jenkins, Principal,

Honorary Member.—Miss E. P. Caruthers, Matron.

Maryland Institution.—C. W. Ely, Principal; C. H. Hill, C. M. Grow, Miss R. R. Harris, Miss A. B. Barry.

Honorary Members.—Hon. Enoch Pratt, Hon. W. R. Barry,

Trustees ; Mrs. W. R. Barry, Mrs. Enoch Pratt, Mrs. James, Miss Hyde.

Nebraska Institution.—R. H. Kinney, Principal ; J. A. McClure.

Horace Mann School.—Miss S. Fuller, Principal.

St. Joseph's Institute.—Madame V. Boucher, Principal ; Miss M. Cosgrove.

West Virginia Institution.—J. C. Covell, Principal ; R. G. Ferguson, E. L. Chapin.

Honorary Members.—Mrs. J. C. Covell ; Miss M. McClelland, Matron.

Maryland Institution for Colored Mutes.—F. D. Morrison, Superintendent.

Honorary Member.—Hon. J. T. Morris, Trustee.

Chicago Day School.—P. A. Emery, D.D., Principal.

Honorary Member.—Mrs. P. A. Emery.

Cincinnati Day School.—R. P. McGregor, Principal.

Honorary Member.—Mrs. R. P. McGregor.

Western Pennsylvania Institution.—G. M. Teegarden, Miss M. V. Jenkins.

Honorary Member.—Rev. J. G. Brown, D.D., Trustee.

Western New York Institution—Z. F. Westervelt, Principal ; Mrs. Z. F. Westervelt.

Honorary Member.—Hon. S. A. Ellis, Trustee.

Portland Day School.—Miss E. L. Barton, Principal.

Providence Day School.—J. W. Homer, Principal.

Ontario Institution.—W. G. Palmer, Ph.D., Principal.

Honorary Member.—A. Christie, Bursar.

School at Washington C.H., Ohio.—F. Mettenberger, Principal.

Honorary Members.—Rev. B. Talbot, Iowa ; G. W. Chase, Miss G. E. Woofter, Ohio ; R. H. Atwood, Miss A. A. Locke, Massachusetts.

Church Mission to Deaf Mutes.—Rev. Thos. Gallaudet, D.D. ; Rev. A. W. Mann ; Job Turner.

Honorary Member.—Mrs. Thos. Gallaudet.

Honorary Members reported by Committee on Invitations.—His Excellency R. M. Bishop, Governor of Ohio; Hon. J. J. Burns, State School Commissioner; Edward Orton, President State University; L. Firestone, M.D., Supt. Hospital for Insane; G. A. Doren, M.D., Supt. Asylum for Feeble Minded; G. L. Smead, Supt. Institution for Blind; J. B. McWhorter, Warden State Prison; R. W. Stevenson, Supt. Columbus Schools; Rev. W. E. Moore, D.D.; Rev. R. W. Manly; G. H. Twiss, Esq.; C. P. L. Butler, Esq.; J. J. Janney, Esq.; C. B. White, M.D., U. S. A.; D. W. Clancey, M.D.; also any members of the Association of American Instructors of the Blind now convened who are or may be present at any of the sessions of this Convention.

[For convenient reference the names of all members subsequently reported, and also the names of all honorary members submitted by the Committee on Invitations, from time to time, have been incorporated in this roll at the outset.]

Report accepted and committee continued.

Dr. Peet moved that a committee of five be appointed by the Chair to nominate permanent officers. Adopted.

The Chair appointed Messrs. I. L. Peet, of New York, E. C. Stone, of Connecticut, John A. Jacobs, of Kentucky, G. M. Cruikshank, of Alabama, and Willis Hubbard, of Michigan. The committee retired for consultation.

THE CHAIR: There are communications to the Convention in the hands of the Secretary which might properly be presented at this time.

The following letters were laid before the Convention and, by unanimous consent, were read by the Secretary:

FROM MR. J. L. NOYES.

MINNESOTA INSTITUTION FOR THE DEAF
AND DUMB AND THE BLIND,
FAIRBAULT, MINN., August 12, 1878.

G. O. FAY, *Superintendent*:

MY DEAR SIR: Your invitation to attend the Ninth

Convention of American Instructors of the Deaf and Dumb, to meet at the Ohio Institution on the 17th instant, came duly to hand. I have delayed answering to this late date, hoping to be able to assure you of my own acceptance and that of other officers of this institution, but it has been hoping against hope. Much to my regret I shall not be able to attend the Convention and take part in its deliberations. Circumstances, incidental to the completion of our main building, and the desire of our Board to have me visit as many points in the State as possible during my vacation, in behalf of the deaf and dumb and the blind, must account for my absence, and not a lack of interest in the good cause that calls so many of my co-laborers together. I am well aware of the fact that I shall be the loser. I shall greatly miss the enthusiasm, the broad, comprehensive view of our work, which the Convention is wont to give, and I shall also miss the knowledge, sympathy, and courage for future efforts which intercourse with brethren and veterans in this service is sure to impart.

But we are called to a work of self-denial, and for what seems to be the good of the cause in Minnesota I must deny myself the pleasure and profit which would accrue to me by attending the Convention. I shall expect great things from an assembly composed of so many learned, experienced officers and teachers of the deaf and dumb. The time is opportune, the cause is great, and the difficulties to surmount are neither few nor small, and your assembly, I trust, will afford all needed inspiration. The cause of education in general never commanded more attention than at the present time. Both church and State are making great demands of educators. Pulpit, press, and law, are enlisted in the cause. The work to be done must begin with the lower ignorant classes, and work upward. It is not so much the high class and the college that need to be lifted up as it is those low down in ignorance and morals. Lift up these, and just in proportion ou elevate the higher classes. I can but hope and pray that

the deliverances of the Convention will be clear and convincing upon the best methods of awakening the dormant energies of the stupidly ignorant, of quickening the sluggish consciences of the indifferent and erring, and giving even higher aspirations, and, if possible, purer motives to all engaged in the self-sacrificing and arduous work of educating and training the deaf and dumb of our land.

Prof. Wing, of this institution, had planned to attend the Convention, but circumstances beyond his control detain him at home. Prof. D. H. Carroll will represent this institution in the Convention, and he is duly authorized to speak and act in our behalf.

Very respectfully and truly yours,

J. L. NOYES,
Superintendent.

FROM MR. J. H. IJAMS.

TENNESSEE DEAF AND DUMB SCHOOL,
KNOXVILLE, TENN., *July 12, 1878.*

Mr. G. O. FAY—*Dear Sir*: Mr. L. A. Houghton, of our corps of teachers, is most probably the only person connected with our school who will attend the Convention.

I regret very much that the circumstances are such that we can not be more fully represented.

Trusting that there may be a full attendance at the Convention, and that the meeting may be harmonious and productive of much good, I am,

Very respectfully, yours,

J. H. IJAMS, *Principal.*

FROM REV. ALF. BELANGER.

MONTREAL, CANADA, *July 31, 1878.*

MY DEAR SIR: I am sorry to be obliged to tell you, in answer to your kind letter of the 26th inst., that it will be

impossible for me to attend your Convention, as our community is holding a reunion itself, and my superior wants me here as a member of the council.

I regret sincerely to be obliged to refuse your kind and generous offers.

Yours, ever truly,

ALF. BELANGER.

FROM MR. WARRING WILKINSON.

CALIFORNIA INSTITUTION FOR THE
EDUCATION OF THE DEAF AND DUMB, AND THE BLIND,
OAKLAND, *June 23, 1878.*

G. O. FAY, Esq., *Principal, etc.:*

MY DEAR SIR: It grieves me to say that I can not meet the "brethren" who are to assemble this year at your hospitable institution. The preparation necessary to occupation of our new quarters in August, and the burdens incident to new buildings to be started this summer, deprive me of the pleasure and profit you are all to enjoy. I trust that your proceedings may be of such a character as to advance the great work we all love. Though far away in person, I shall be with you in spirit. Remember me most cordially to all the members of the Convention.

Yours, sincerely,

WARRING WILKINSON.

FROM MR. J. SCOTT HUTTON.

INSTITUTION FOR THE DEAF AND DUMB,
HALIFAX, NOVA SCOTIA, *May 17, 1878.*

G. O. FAY, Esq., *Principal Ohio Institution for Deaf and Dumb:*

MY DEAR SIR: I regret that I shall not have the privilege of attending the forthcoming Convention at your noble institution, which I have often desired to visit; but though ab-

sent in body, I shall be present in spirit. At the time the Convention meets, I expect to be on the other side of the Atlantic. I have accepted the Vice-Principalship of the Ulster Institution for the Deaf and Dumb, and the Blind, at Belfast, recently offered me, and am preparing to leave Nova Scotia at the close of the term in July.

In removing to another sphere of labor, I can never forget the scenes and associations of twenty-one years' work on this side of the Atlantic. There is both joy and sorrow in the prospect, and they are about evenly balanced. Joy at the prospect of reunion with friends "at home," sorrow at parting with those here.

With kindest regards, believe me, my dear sir,

Yours, very truly,

J. SCOTT HUTTON.

FROM SISTER MARY ANNE.

LE COUTEULX, ST. MARY'S INSTITUTION
FOR EDUCATION OF DEAF MUTES,
BUFFALO, *July 20, 1878.*

G. O. FAY, Esq., *Superintendent of Columbus Institution:*

DEAR SIR: Your circulars of invitation to the Ninth Convention of American Instructors of the Deaf and Dumb, kindly sent to this institution, were duly received. I regret not being able to attend, on account of my health—have been ordered to spend some time at the seaside, and am entirely unable, at present, to attend to any duty.

Please accept my thanks for favors received. I hope the Convention will be a pleasant as well as profitable affair to all concerned. Sincerely regretting my inability to enjoy the advantages it affords, I have the honor to remain

Yours, respectfully,

SISTER MARY ANNE,

Principal.

The Secretary stated that letters of regret had been received from the following persons:

William P. Letchworth, E. B. Nelson, A. Greenberger, of New York; J. C. Gordon, of Washington, D. C.; Henry E. McCulloch, J. L. Carter, of Texas; J. H. Woods, of Illinois; O. Archibald, William Willard, of Indiana; J. H. Logan, N. W. Cary, of Pennsylvania; J. A. Gillespie, E. A. Brown, I. L. Israel, of Iowa; N. F. Walker, of South Carolina; W. F. Demotte, of Wisconsin; L. Roberts, of Kansas.

A lengthy communication from Mr. Whipple, and any and all other communications were, upon motion, referred to the business committee to be hereafter appointed.

REV. THOMAS GALLAUDET: Let me simply remind the Convention of the absence of one who has been removed from us by death; of one who, for many years, was the steadfast friend of this institution, and who did all that he could, in public and in private, to advance its interests—a godly man who loved to make others happy. I am sure those who have known the gentleman will agree with me that he was a sincere Christian, a man of a large, kind heart. I am sure, if he were living, he would have been with us to-day. I refer to the late Hon. Kent Jarvis. I shall be pleased to know that these few words of mine may keep in memory our friend who has done so much for deaf mutes.

THE CHAIRMAN: The remarks of Dr. Gallaudet, touching one whose name is familiar in this State, as identified specially with the benevolent work of the State, and especially in connection so long with this institution, touch a chord of very tender feelings in the hearts of those who have known his great interest in these institutions. Mr. Jarvis, alluded to, was, for many years, a faithful trustee in this institution; and, I recollect, very vividly, the scene of his final retirement from that office—and sorry were the people, the hearts of the children, and those who had been associated with him and under him during his connection with the

institution. He went out of his position deeply regretted and he went, at the same time, a Christian man. He went out from this institution regretted. He went away from life here deeply lamented, not only mourned by his own house bereft, but he went away lamented by the people of our State. No name is worthy of a higher tribute of the Convention than the name of Kent Jarvis. I have preferred to add these words, from long personal acquaintance, to the words of Dr. Gallaudet.

Mr. I. L. Peet submitted the following report :

The committee appointed to nominate permanent officers for the Convention respectfully present the names of the following gentlemen for President and Vice-Presidents :

President—Rev. Aaron L. Chapin, D.D., L.L.D., of Wisconsin.

Vice-Presidents—Rev. Thomas MacIntire, of Indiana ; I. L. Peet, of New York ; Edward M. Gallaudet, of Washington ; Joshua Foster, of Pennsylvania ; C. H. Talbot, of Mississippi ; J. A. Jacobs, of Kentucky, and P. A. Emery, of Chicago.

Secretaries—H. C. Hammond, of Indiana ; C. S. Perry, of Ohio, and A. G. Draper, of Washington, D. C.

The report was unanimously adopted.

The President-elect, on assuming the duties of the chair, addressed the Convention as follows :

Members of the Convention: I respond to the call made upon me with mingled feelings. I am very grateful for the honor thus bestowed upon me. I am embarrassed by a double question. One respects my own fitness to fill the place ; the other the constitutionality of your action in bringing me to it, since I am not a regular member of this Convention. If the committee will assume the responsibility, so far as the constitutionality is concerned, I will merely say that I will endeavor to meet your call according to the best ability I have. I feel assured that, in emergencies, I may fall back on

the support of the able gentlemen who stand with me as Vice-Presidents.

It is a grateful thing to me to be brought into this connection—to be permitted to have a place in your body, even as an honorary member. Though I have not now, for many years, been directly occupied as a teacher of mutes, all my life has seemed to me, as I have been sitting here on this floor this afternoon, to be closely allied to this work in which you are engaged. I know that during all my life my heart has been in full sympathy with it.

In the providence of God, I was born in the city of Hartford, in the very year in which the first institution for the education of the deaf was established in this country. As a boy, I used often to go out to the asylum for the deaf and dumb on the hill, and as I came along to manhood it was my privilege to meet with those veterans and fathers in this work of philanthropy, the elder Gallaudet, whose face comes up before me here to-day, as though it was but yesterday when I saw him, so full of that sweet spirit which characterized him, and which he, as a leader of the work, infused into it, so that it has been ever the life and strength of that work. Laurent Clerc, also, whose face, as it appeared the last time I looked upon it, is before you (pointing to a portrait), though, when I first saw it, he was in the full vigor of his fresh manhood, as he came from France to help introduce the system of instruction which has now become universal in this country. After I completed my college education, I was called in a way, not of my own devising, to take the place of instructor in the Institution for the Deaf and Dumb in New York, where I remained for five years, in delightful association with those connected with that institution, the elder Dr. Peet, David Bartlett, Josiah Cary, and I may name particularly, my old college chum, the eminent pastor, for a time, of the Park Street Church in

Boston, and now of the leading Congregational Church in San Francisco, California.

I was brought into association, more or less, with those who had preceded me, Barnard, Brown, and Day, who left their impress on the work. I remember well those five years, I look back upon them with very great pleasure and satisfaction. I count those five years worth as much as any five years of my whole course of education, in moulding my habits of mind and making me what I am. What I learned in those associations, I find coming up in one phase and another, through all the course of my after life. And as I have been now for nearly thirty years at the head of an institution of learning, engaged in another department of educational work, I am conscious that those five years in the New York Institution for the Deaf and Dumb, contributed very much to give me whatever fitness I have for the place I occupy. After fifteen years of almost entire suspension of signs and association with mutes, except as now and then a couple would come along over the fields of Wisconsin, and learning that the pastor of the church in Milwaukee understood the sign language, would ask me to officiate in a little marriage ceremony for them, I was made a member of the Board of Trustees of the Wisconsin Institute for the Deaf and Dumb. Brought thus into new connection with mutes, I have been surprised to find how the old language of signs still lingered, and would return in some manner as occasions called for its use.

As a trustee I have been glad to do what I could for the advancement of this work in our young State. These experiences bring me here to-day in full sympathy with you, and with a strong desire that our deliberations may be so directed as to subserve in the highest degree this very important department of public education.

It is a joy to me, as I occasionally come in contact with the older institutions, to learn what the present modes of

instruction are, and to note the improvements that have been made. Your institutions have outgrown me; they are advanced very considerably beyond what they were, and they are still moving on in the course of improvement. The effort should be to raise the standard of scholarship, and to improve the character and the quality of the work, so as to make it more and more the means of developing in the pupils of these schools a complete manhood and womanhood, the crowning end aimed at in every system of education.

Pardon me for these discursive, impromptu remarks. Let me again express my sincere thanks for the honor you have conferred upon me, and assure you of my hearty interest in the object of this meeting. I come to you quite ignorant of the course of business in these conventions, but the experience and wisdom of others will give direction to our proceedings. The quality of its membership is itself a sufficient ground of confidence that the good order of the Convention will be maintained with little occasion for authoritative interposition from the chair.

To complete our full and orderly organization what more is needed, except that, acknowledging our dependence, all should together invoke the divine guidance and blessing for our deliberations. Let us unite in prayer.

After the prayer, the Convention was declared opened for the transaction of business, and Mr. A. B. Greener moved that the President appoint an interpreter to the Convention, with assistants, on behalf of the deaf mute members thereof.

Adopted.

The President appointed Dr. E. M. Gallaudet as interpreter, with Mr. L. Eddy, of Kentucky, as assistant.

E. M. GALLAUDET: I fear that the duties that I have on hand will make it difficult for me to perform the duties of interpreter. The duty is a heavy one, even for two persons. I think that the President should appoint one interpreter as principal, with five or six interpreters as assistants.

E. L. PEET : I will suggest that Dr. Gallaudet be excused as interpreter, and that Rev. Thomas Gallaudet be appointed, with power to select his assistants.

The motion, so amended, was adopted.

THE PRESIDENT : I notice that the ladies of the Convention are refraining from voting. I suppose they are regular members. Their votes will be heard by the uplifted hand.

MR. EDDY : I move that a committee of five be appointed to have charge of the business to be submitted to this Convention, and to report rules for its government.

Adopted.

The President appointed L. Eddy, Kentucky; W. A. Cochrane, Wisconsin; C. W. Ely, Maryland; D. H. Carroll, Minnesota; and Miss L. Barton, Portland, Maine.

MR. MAC INTIRE : I move that a committee of three be appointed to invite persons to the Convention who are interested.

The President appointed Thomas Mac Intire, E. C. Stone, and G. O. Fay.

THE PRESIDENT : I will ask that if the Business Committee have any suggestions to make with reference to the business of the Convention before the adjournment of this Convention, they will please to have the matter brought in promptly.

MR. EDDY : We suggest that services be held at the chapel to-morrow, and that the Convention convene daily at 9:30 A.M. and 3 P.M.

Those who have papers to read, that are subject to discussion, if not already handed in, will please hand them in to the Business Committee at as early a time as possible.

DR. PEET : Allow me to make some modification of the hours to-morrow. Our time here is exceedingly precious. There are two services to-morrow morning in the churches of the city, which I am sure many of the members of the Convention will desire to attend, to listen to the discourse of

the President of the Convention, and which will be interpreted to the deaf mutes that will be present, by one of the members of the Convention; and another discourse by the Rev. Dr. Gallaudet, at St. Paul's Church, and also interpreted.

I suggest we omit any morning service here, and that in the afternoon, to-morrow, we have a regular session for the discussion of religious work, so that we may utilize the hours which we have. I make these suggestions to the Business Committee.

THE PRESIDENT: We will consider, then, the suggestion made by the Chairman of the Business Committee in the light of a report, which is now before us. Dr. Peet's, as I understand, is an amendment that there be no services in the morning at this place and that there be a session of the Convention for the discussion of religious teaching in our institutions, at 3 P.M., if the Business Committee will accept of the amendment.

MR. EDDY: We accept.

THE PRESIDENT: The question will then be on the adoption of their report, to meet to-morrow at 3 o'clock, the session to be occupied in the discussion of religious instruction in our institutions.

MR. SCHILLING: I move that the report of the Committee, as amended, be adopted by the Convention.

The motion was carried.

THE PRESIDENT: Will you adopt, also, as the hours of meeting each day 9:30 A.M. and 3 P.M.?

Adopted.

G. O. FAY: There are other institutions in Columbus that perhaps you will be glad to see. We have made arrangements, on Thursday, to convey the whole Convention to these institutions. They all very cordially invite you, and will endeavor to make it pleasant and profitable to you. [Applause.]

W. J. PALMER: I beg leave to state I brought with me some fifty copies of the proceedings of the last Convention, which will be left at the office of the superintendent for distribution.

C. S. PERRY: I move that a committee of three be appointed on memorial references to members deceased since our last meeting.

Adopted.

Messrs. C. W. Ely, I. L. Peet, and G. O. Fay were appointed said committee.

MR. MACINTIRE: I move the Convention adjourn until 3 o'clock to-morrow afternoon.

Adopted.

SECOND DAY.

Sunday, August 18—3 P. M.

President Chapin called the Convention to order at 3 P. M., and said:

I wish to say at the outset of our exercises this afternoon, that, as we are gathered here on the Lord's Day, it seems fit that we should, as a Convention, join in a devotional service. The exercises will be opened under the direction of Dr. Peet. After that, three or four topics will be named, which will be taken up successively for free discussion. We wish this to be regarded as a kind of conference meeting, in which we come together to compare notes and adjust our thoughts, especially with reference to the modes of imparting religious instruction to those who come under the charge of these institutions. I wish particularly to invite a full, free expression of thought on the part of the mutes who are present. I can assure them that their rising in their places to express their views will be regarded with favor by the chair and by the Convention generally. An interpreter will be at hand to interpret

for their benefit. What is said in speech will be interpreted in signs, and what is said in signs by any of the mutes will be interpreted in speech. I am sure that in these exercises and in the proceedings of the Convention, it will contribute very much to the profit of the meeting if our mute friends will avail themselves of this privilege with the utmost freedom. I say this not only as to this meeting, but with reference to all the sessions of the Convention. We are here as brothers, all interested in a common cause, which is to be subserved by a free interchange of thought on the part of all, without distinction. We thank God that the physical infirmity under which some labor is, by the substitution of the eye for the ear, so far relieved, that all serious embarrassment to our intercommunication is removed.

I now call upon Dr. Peet to take charge of our exercises of worship, in which I trust we shall all join in heart and spirit, while we have also an illustration of devotional services which may be introduced in all our institutions.

DR. PEET, of New York: I would state that the simple order of services which we are accustomed to follow in the institution with which I am connected in New York consists, first, in the repetition by the pupils, led by the teacher, of the Lord's Prayer; second, the reading of a hymn and afterward the signing of the same hymn in concert by the pupils; third, the giving by the teacher of the commandments, each commandment, after having been delivered through the manual alphabet, being rendered into signs; then the prayer, which, in this case, will be offered orally by the Rev. Dr. Gallaudet, and which I will translate; then the sermon, and then the concluding prayer.

In the services we will hold this afternoon, the sermon will be omitted. I shall be glad if those of the Convention who are accustomed to the use of signs will rise, and follow me in our version of the Lord's Prayer.

The Lord's Prayer was repeated in signs by Dr. Peet, who,

at the same time, spoke the words composing it, and he was joined in the sign version by Dr. Thomas Gallaudet and others, after which the following hymn was read and translated into the sign language by Dr. Peet: "Nearer, my God, to Thee! Nearer to Thee!"

The next exercise was to give the Ten Commandments both by dactylology and in the sign language, which was done by Dr. Peet.

An oral prayer was then offered by Dr. Thomas Gallaudet, and interpreted by Dr. Peet.

THE PRESIDENT: Our business committee have suggested the following topics for discussion, using the little time that we may be together:

1. The manner of spending the unoccupied hours of the Sabbath in the institutions by the pupils.
2. Reading matter for the Sabbath.
3. Methods of religious instruction.
4. The importance of giving a knowledge of the vital principles of true religion without inducing a sectarian bias.

The meeting is now open for discussion of the first of these topics, "The manner of spending the unoccupied hours of the Sabbath in the institutions," and there will be the utmost freedom for any members of the Convention to express themselves. I will ask Dr. E. M. Gallaudet in a few words to open the discussion, and then leave it entirely free for others to follow.

DR. E. M. GALLAUDET, of Washington, D. C.: I regret to say that I have had so little opportunity to give thought to the subject now before the Convention, that I feel myself quite unprepared to make suggestions that shall be of any great value. I will, however, venture to offer a single thought. In my opinion, too much care can not be taken in selecting suitable reading matter, with which pupils may be interested during the otherwise unoccupied hours of the Sabbath. We are well aware that it is not an easy task to

induce a love of reading in very many of the pupils of our institutions. It requires a good deal of tact and discretion in the selection of reading matter, as well as kindness, and the giving of a good deal of assistance to the pupils to bring them to the point of being interested readers. Certainly, among the great mass of literature for the young of various sorts, much can be found which will be useful Sunday reading. I would not undertake to restrict the selection to such as would be termed religious books, or even books of an evidently moral tendency. I would use books that were interesting; that were entertaining; that were fitted to occupy the minds of the pupils in a profitable and pleasant manner.

In the Primary Department of the institution which I represent, we have found some difficulty in selecting books for our Sunday School library, but, by taking pains to read the books that were to be placed in the hands of the pupils, we have been able to find many that have served to interest them on the Sabbath. I feel certain that the subject is one of very great importance, and that, probably in many institutions, pupils are left to their own devices for the unoccupied hours of the Sabbath, to a degree that engenders foolish if not vicious conversation among them, and I trust that members of the Convention will be prepared with further suggestions on this topic. We should all be glad to learn from the experience of any who have given the subject thought, and who have had occasion to make any special effort in the direction of guiding our pupils, so that they may make good use of the leisure hours of Sunday.

MR. SCHILLING, of Wisconsin: Suitable reading matter for the Sabbath is now very plenty and varied. There are the illustrated papers, the religious papers published by various classes, biographies of eminent persons, both of ancient and modern history. There is the history of the church; any number of sermons, expositions, and treatises, ad infinitum. The bible itself contains a rich and unfathomable

mine for those who are not afraid to search it. Some of this lore has already been developed, while, no doubt, we are as yet only on the surface. What a profound expression of maternal solicitude in Rizpah, who for three months, by day and by night, watched over the disinterred bodies of her executed children. What base, filial ingratitude in the rebellion of Absalom, and what depth of paternal feeling in the words of his father: "O Absalom, my son, my son, would God I had died for thee!" What selfish, cunning intrigue; and what grand, manly, self-denial in the words of Abraham "Let there be no strife, I pray thee, between me and thee, and between my herdmen and thy herdmen. * * * Separate thyself, I pray thee, from me; if thou wilt take the left hand, then I will go to the right, or if thou depart to the right hand then I will go to the left." I think that biographies, as a whole, are more profitable and interesting than history. In the latter, we have a conglomeration of time, place, event, and character; in the former, we have a single character, developing under different conditions, preserving his identity, fascinating, both on account of that intense individuality, as well as of those features that are common to universal human nature.

We have a very fair library in Wisconsin, divided into two parts, the one to be used on Sunday, and the other on week days, for the older pupils. For the younger ones we find the illustrated papers very useful and interesting. We endeavor to impress all with the value of studiously perusing choice reading matter, especially since they are, by the nature of the case, cut off from many of the advantages of their hearing and speaking brothers and sisters.

MR. B. TALBOT, of Iowa: The larger part of the pupils in our institutions, are really children; not actually tender children in years, yet children in thought, children in feeling. Their minds are not mature. In fact in many things they are very childish, or at least child-like. I do not mean

to use the word childish in an unpleasant sense. It is necessary for the managers of these institutions, officers and teachers, to remember this fact in all their dealings with them, and in all their care, and in all their arrangements for them. And in this matter of spending the Sabbath usefully, there is the same trouble, the same anxiety resting upon the heads of the institutions and upon the teachers who have the charge of the pupils, that there is in the case of parents who are trying to train their little children to receive God's law in regard to the Sabbath. We do not, many of us, at least in this age, require a little child to observe the Sabbath as strictly as a minister of the gospel, or a strict sabbatarian would interpret the fourth commandment. While we wish the Sabbath to be the holy of the Lord and honorable, we try as parents, we try as officers and teachers in these institutions to make the Sabbath at the same time pleasant to the pupils. I know that we fail many times, just as parents acknowledge a most lamentable failure in teaching them to respect the Sabbath; to do nothing that is wrong on the Sabbath, and yet to enjoy it, and, therefore, in my own practice, as was said by the first speaker, I do not require strict religious reading, and do not always require that a story should have a decided moral; but I do want to cultivate a habit of quietness, a respect for God's Holy Day, and a feeling that it is different from other days in all they do, in all that the children read and in all the exercises they take. I do not believe in shutting them up in the house; I believe in their walking freely at least where the institution is so situated that they can do so, but I want them to understand that God's law rests upon them, and that there is a special law in regard to the Sabbath day. Therefore, while I would encourage them to take exercise, and to walk, yet I would have them understand that on this day they should not romp, nor play, nor talk about common things. My teaching in regard to the Sab-

bath, I think, is as strict as any sabbatarian's, but I want such freedom in practice, that while we may not be compelled to obey the law in letter, we may obey it in spirit.

And now, one word in regard to reading matter, and of books especially, as suggested by the last speaker. As to the different characters described in Holy Writ, and of their value as reading matter, I could not but remember that there are some just such books, describing the characters of the Bible, prepared by Dr. Gallaudet; a most excellent series of books to put into the hands of any child, and books which I have ever found satisfactory. I believe that of all the books that I have selected for the institution, those volumes of scripture biography have been read the most, excepting a few illustrated books, which the pupils take more for the pictures than for the reading matter. I have found that some of our hardest boys would come in and want some of those little Bible stories, and seem to enjoy reading them; and if Dr. Gallaudet, the elder, never did any work except the preparation of that series of books (still to be obtained of the American Tract Society), he has done a work for which he will be remembered and blessed forever.

DR. PALMER, of Ontario: I will give my idea as to the best way of our deaf mute children in the institutions spending the Sabbath. The aim of our instruction is to make them, as much as we can, like speaking children; and, therefore, I think we should instruct them to spend the unoccupied hours of the Sabbath just as we would teach our own children to spend them, and I do not think we need be at a loss for that either. I speak now of the different Protestant denominations. There are illustrated papers suited to the capacity of our children, and, as has been properly remarked, all of the pupils in our institutions are, to a certain extent, children; therefore, I think that the regular distribution of the different magazines, periodicals, and papers, prepared for the higher and the lower capacities, to the pupils of the

institution monthly, will give them all an excellent means of spending the unoccupied hours of the Sabbath. In the first place, however, there should be a collection of suitable books in the library—books that can be comprehended by the pupils; then the different religious papers published by the different religious denominations should be placed at the disposal of the older pupils, pupils in the higher classes. For the pupils that belong to our Sunday School, we will take the monthly distribution of the different illustrated papers—some for the higher classes, some for the intermediate classes, and some for the infant classes—and make a proper selection of those papers, and distribute them among the pupils according to capacity. A little speaking child, just beginning to learn, goes to Sunday School; she is in the infant class; she receives an illustrated paper; she will ask her mamma and papa to explain the pictures to her, and that little child will understand what is in that little picture, and what story is related. The younger deaf mute children will go to the older pupils, who have learned the language of signs, and the older pupils will explain it to them; and in this way, by the proper distribution of papers and a good description of books in the library, we are certain to secure a profitable method of spending the Sabbath. We have, I know, a number of publications that are not strictly religious on our side, and you have the same on this side. There is a great variety of beautifully illustrated periodicals and papers; therefore, I think if we will circulate them, we will soon find in our institutions that our children will be very well able to spend the Sabbath both pleasantly and profitably. And, also, in regard to persons who are visiting the institution, and bring with them and distribute among the pupils tracts, we especially encourage them to bring tracts and pictorial publications, and distribute them among our pupils. This is what we do with our Protestant pupils; and the Catholic pupils (we have forty or fifty of them), the

priest attends to their religious wants, and a teacher has been appointed to look after them, teach them the catechism, etc.

I had not thought of saying anything on this subject, but I think if we will follow these suggestions, we will find the pupils will be able to properly employ the unoccupied hours of the Sabbath.

MR. PEET: It has occurred to me that we might make this matter a little practical by giving an account of Sunday in in one of our institutions. I will give the order of the day in our institution in New York: After breakfast the pupils prepare themselves for the day, and assemble in the chapel at nine o'clock in the morning. There are religious services lasting exactly one hour. We think it not desirable that the services should continue any longer, for if they do, the younger children get a prejudice against religious services. From ten o'clock until a quarter to eleven they have an opportunity of going out into the open air, conversing with each other or sitting down to read. At a quarter to eleven they take their seats at their desks and study the Sabbath-school lesson of the day. For the younger children we use a little book written by my lamented father, called "Scripture Lessons for the Young." It is adapted to hearing children as well as to the deaf. With our older classes we take up the international Sabbath-school lessons, and we encourage our pupils when they go home in vacation, to attend the Sabbath-schools in their respective neighborhoods, and study the same lessons. Of course, many of the pupils have learned the lesson before a quarter to one, which is the time for concluding the study hours, when, after a recess of fifteen minutes, they have dinner. During the time they thus gain they have an opportunity of reading their books and such newspapers as are suited to the deaf.

They have quite a large library of Sabbath-school books, selected with a great deal of care. Among them we have the series of books mentioned by Mr. Talbot, Gallaudet's

Scripture Biography, and a great variety of interesting tales, illustrating moral subjects, and a great many temperance tales, and then there is a book which many of them are very fond of reading, called "Foster's Story of the Bible." It is written in very simple language, and we have distributed it quite largely among our pupils. It tells the whole story, from beginning to end, in remarkably simple language, which they can generally make out for themselves, and we encourage them, in connection with that, to read the Bible itself. It is a sort of commentary. It is an unsectarian book, and a book which interests them very greatly, being profusely illustrated. After their dinner at one, they are free until two o'clock, when they assemble in their sitting-rooms, and at half-past two they go into the chapel and have services until half-past three. After that the time is their own. They are never permitted to go out of the inclosure of the institution, but they go out of doors, and walk or converse as they choose. In the evening, about seven or half-past seven o'clock, according to the length of the day, they assemble in the chapel, and afterward there is projected upon a screen a series of pictures, drawn upon glass by the different teachers of the institution, especially by our drawing teacher, which are full illustrations of the Sabbath-school lessons which they have studied in the morning. A description of each picture is given in writing and exhibited on the screen, with a brief commentary on the part of the lesson which that picture is intended to illustrate. We project this reading matter and these pictures by means of a stereopticon of very great power. It may not be known generally that it is perfectly easy to write upon glass with India ink, and that you can write all that you desire upon a slide and project it through the stereopticon upon the canvas, so that there is not the slightest difficulty with this illustration. The pupils all take very great interest in it. It is both a verbal and a pictorial illustration of the lesson, and when

this has been completed we go on and give them a series of pictures upon other subjects in connection with the Bible. They have had illustrations again and again of all the places in the Holy Land. They have had the pictures of all the churches of any prominence in the world, and by this weekly system of pictorial illustration they are led to read with a great deal more interest than they would under any other circumstances. In order that they may understand them, we have had hymns given to them in the manner already explained, and then we have had pictorial illustrations of these hymns thrown on the screen. A series of pictures representing the hymn "Rock of Ages" has been shown, which has given great delight, and I might mention other hymns which have been illustrated in the same manner.

PRESIDENT CHAPIN: Not to occupy too much of our time with this one topic, it will be well to turn from it now; I will simply add a thought or two suggested in the course of the discussion.

First. I can heartily recommend the little series of volumes published by Dr. Newton, of Philadelphia, "Sermons for Children," which, I think, will be read on the Sabbath with very great interest by the pupils of these institutions. Another thought was suggested by an allusion to children in our homes. I do not know how far it would be advisable, in our institutions, to allow the company of younger pupils to go by themselves and "play meeting" on Sunday. In my own family I have found such diversion well suited to occupy an hour or so of the young children. My boy, when about six or eight years old, used to constitute himself the official minister for the service. He generally took time and pains to write out his sermon for each occasion, and, for audience, had the other children and servants. All made a serious matter of it and the hour was spent not unprofitably. May not something of that sort engage the youngest of our pupils for an hour of each Sabbath. If the

Convention please we will turn to the next topic, viz: "Methods of religious instruction."

The President invited Mr. Foster to give a statement of the method adopted in religious instruction in Philadelphia.

MR. FOSTER, of Pennsylvania: I have nothing to say in regard to that matter, except that those entrusted with the religious instruction are expected to make their instruction as interesting and clear as within them lies. The morning hour of worship in the churches is occupied by one of the teachers in delivering a sermon to the children. In the afternoon I occupy an hour in lecturing to them on some topic to illustrate religious truth, and make it as clear, and as intelligible, and as interesting as possible. I know of nothing further, to-day, in regard to the matter.

DR. E. M. GALLAUDET: As a matter of interest to the Convention I would like to ask a question, if an answer can be indicated in some way here: How many of our institutions use International Sunday School Lessons and take the International Sunday School papers as a basis for religious instruction? If it would not be thought inconvenient I should like to ask that the principals and superintendents here present, who use the lessons in their institutions, would be so kind as to rise, that we may know how many institutions use use them. I know of a number that do. I will ask them to rise so that we may know many use them. [A number of persons rose to their feet.]

DR. GALLAUDET: It is an interesting fact that they are so generally used, and I speak of the fact to elicit some remark from these gentlemen showing to what extent, and in what manner, they are used. At the Philadelphia Conference, it will be remembered by many here present, that a statement was made concerning Sabbath-school exercises in the institution at Washington. All these lessons have been used for several years with very great profit. It has been our endeavor to make the Sunday-school exercises, which

occur every Sunday morning, as nearly like the ordinary Sunday school exercises of the Sunday schools as it is possible to do with the deaf and dumb. It seems to me that, as a matter of fact, Sunday-school instruction on Sunday might be used more than it is, for all are aware that there are prepared, by different publishing houses, many series of papers adapted to children of various ages, so that there need be no lack of convenient aids for giving instruction in National Sunday-schools.

THE PRESIDENT: I have a great interest on that point, having been for the past seven years a member of a committee for selecting those lessons. I have found my association with others of the committee, one of whom is the Superintendent of one of your institutions—Dr. Gillett—exceedingly delightful and interesting. I had the pleasure, in that association, of meeting Dr. Newton, and became acquainted with his books and his simple way of presenting religious truth.

DR. PALMER: I would say that some three years ago I was speaking to a Protestant minister, in the city in which I lived, as to the best series of lessons that I could get for the deaf and dumb, and he remarked to me: "Why don't you use the International Sunday-school Lessons?" I was pleased at the idea, and immediately ordered a number of lesson papers, compiled by the *Sunday-school Times*. Our plan of using them is this: In the morning, from the hour of half-past nine to half-past ten, the lesson of the day is written on the slate, and explained to all the pupils who can understand it—the small pupils being in charge of one of the assistant teachers in another room, where a lesson from Dr. Peet's Scripture Lessons is explained to them. The questions having been distributed to them the previous week, they study the lessons during the day, and I have formed a voluntary Bible class, composed of from eighty to one hun-

dred pupils. The class meets from seven to eight o'clock in the evening, and is conducted just like any other Bible class. Then, in the afternoon, one of our teachers lectures to the older pupils on any subject that he may please. I have tried to bring up the children to make them feel that they are like other children; and I think that we should endeavor, as much as we can, to throw aside the fact, always held up before deaf mutes, that they are deaf and dumb. During vacation the question papers are sent regularly to each member of this class, and I tell them when they go home to go into their Sabbath-school class at home, and, in letters from them, they say they are doing so, and they tell me about it when they come back. In that way they begin to feel that they can answer questions like other children, and in any neighborhood it is interesting to see a deaf mute show that he knows the same lessons as other children. About three weeks before the term ended, I asked the superintendents of two of the largest Sabbath-schools in that city to attend my Bible class, and told them to ask any question they pleased—not to follow the lesson paper. I didn't pick out certain pupils to give all the answers, but I required all who could answer to hold up their hands. I picked out one here and another there, and these gentlemen assured me at the close of the lesson that a like number of pupils in their schools couldn't answer the questions so readily and so correctly.

Mr. ELY, of Maryland: The order of the day in Maryland for our Sunday exercises is so much like what Dr. Peet stated as the order of the day in New York, that it is hardly worth while to repeat it, except to say that we do not have the pictorial illustrations he spoke of for the evening exercises, which, I think, is an admirable thing, and would be a very great advantage to the institution. We use in our Sunday-school the International Series, and, as I think, derive a great deal of advantage from it. Our child-

ren are very much interested in knowing that they are pursuing a course parallel to that which is pursued in speaking schools. For all the older pupils, those lessons which bring them nearest to the Bible are the most desirable, and the International Lessons have this merit: that they are selected in such a manner as to present to the children the choice portions of the truth, and in the best possible manner. It seems to me very desirable to bring our children, so far as possible, to think that they can do what speaking children can. It is well, however, for them to understand clearly that their infirmity presents an obstacle that is not presented to others, and that they can only overcome it by the hardest exercise of their powers, and the most persistent efforts. They are too much inclined, often, to think that the way is easy, that no special effort is required, and hence it is well, once in a while, even at the risk of discouraging, to bring before them, clearly and distinctly, the fact that there is a barrier which, unless they use the utmost exertion to overcome it, will be an insurmountable one. Our best pupils do overcome it, and all of them may.

MR. WESTERVELT, of New York: I would like to ask Mr. Ely if he does not have the Sunday-school taught every Sunday afternoon by the teachers.

MR. ELY: Yes, sir.

MR. WESTERVELT: In the New York institution, the Sunday lesson is recited Monday morning.

MR. ELY: I thank the gentleman for calling my attention to what I had failed to notice in the remarks of Dr. Peet. In our school the Sunday lessons are recited on Sunday. We have a regular Sunday-school; the week day classification is preserved, and each class is taught by its own week day teacher.

THE PRESIDENT: That is the system adopted in Wisconsin. We have morning service in the chapel, then an afternoon service, each class with its teacher and a Bible study.

Dr. MAC INTIRE, of Indiana : The religious services in our institution on the Sabbath differ but little from what I learn is customary in nearly all the institutions represented. We endeavor to observe the day in accordance with the spirit and letter of its institution, as a day of rest, devotion, and spiritual improvement. The exercises consist of morning prayers, a regular sermon at half-past ten in the forenoon, and one at half-past two in the afternoon. They are conducted by the Superintendent, or one or more of the teachers. In the evening there is a voluntary meeting of teachers and pupils for conference and prayer, in which the pupils are encouraged to take part.

We used the International Sabbath-school Lessons for a year ; but we are not using them now. As text-books, we use "Peet's Scripture Lessons," "Peep of Day," for the younger pupils, and the Bible for all the others. Because language is the great want of the deaf and dumb, we attach great importance to the words of the Bible, through which God has chosen to convey his spiritual instruction to his children.

On Saturday we have a regular session of the school, from eight to ten A.M., during which each teacher assigns and explains the Bible lesson to be studied on the Sabbath. During study hours on that day one of the teachers is present to aid them in learning it. On Monday morning each teacher, the first thing, examines his class in this lesson, both as to its sense and language. Thus we endeavor to instill into their minds the Word, which is the Spirit of life, and the true foundation of religious character.

To bring our pupils into sympathy with the worship of the speaking and hearing part of the community, we have been in the habit of inviting the clergymen of the different churches of the city to preach in the chapel to the pupils through an interpreter. We have found these exercises very interesting and profitable.

THE PRESIDENT : This topic has occupied a little more time

than I expected. I had a question. I will take the mind of the Convention in regard to it. Whether we had better, now in the last ten minutes, take up the last topic of the order? Had it not better come up at some other time? I think that if this were omitted now, we would perhaps close our exercises with a little devotion. I will call upon the Rev. Job Turner to offer a prayer, and I will ask Dr. Th. Gallaudet to interpret it.

MR. KINNEY, of Nebraska: May I ask Mr. Mac Intire a simple question? Would you invite all the pastors of the city churches to take part in these services, including Roman Catholics, Universalists, and others?

DR. MAC INTIRE: I most certainly would afford them the opportunity. One of our teachers is a Catholic, many of the pupils, and a majority of the domestics. The statute governing the institution forbids the teaching of sectarianism, and I would not be the first to violate the law by endeavoring to pervert them from the faith of their parents, or to deny to their chosen pastors the privilege of teaching them and guiding them in the way that they believe leads to heaven. Our pupils attend the Catholic church whenever their friends wish them to; and I invite their pastors to visit them at the institution. There never has been any difficulty with us on this question, nor do I think there need be, if we will only do to others as we would have others do to us.

THE SECRETARY: I would like to call the attention of Dr. Mac Intire to the use made of the electric pen in connection with our Sabbath lectures.

DR. MAC INTIRE: Yes, I will explain the use we make of it. We have regular services in the chapel on the Sabbath, both in the forenoon and afternoon, consisting of a sermon or lecture, prayers, reading the scriptures, and the recitation of hymns and psalms of thanksgiving, praise, and penitence. These services are conducted by the Superintendent or one of the teachers. The discourse is prepared beforehand by

the one officiating, and carefully written out and condensed for the press. This is then copied with the electric pen, and printed on the Saturday preceding. We generally print from one hundred and fifty to two hundred copies of each lecture. After the morning lecture is delivered, copies of it are distributed to such of the pupils as can read it. The same is done with the afternoon lecture.

In response to the question whether the lecture is printed in full, I would say that it is substantially, although many of the definitions of terms and illustrations of points given in the delivery are not included in the printed copy. The printed copy usually contains matter that would fill four or five pages of closely written letter paper of ordinary size, and the lecture, as delivered, takes from thirty to forty minutes.

We have been pursuing this course the past term, and we find that the pupils have become very much interested. Nearly all of them read them over, preserve them, and take them home with them to show to their friends. We are persuaded that it is a very efficient means of deepening and perpetuating the influence of the Sabbath lectures. It secures a more careful study and preparation on the part of the person who officiates; and it certainly interests the pupils more and secures their attention better than any other method we have ever tried.

THE PRESIDENT: What has been said brings very pleasantly to remembrance some precious associations with my class when a teacher in New York. At two or three different seasons, when their thoughts were especially occupied with the subject, members of the class requested that I would meet them in successive evenings of the Sabbath for free conversation on personal religion. The working of individual minds, as revealed in these interviews, was exceedingly interesting. There was developed, in several of them, a simple Christian faith and purpose to regulate their life

by the precepts of God's word, which, I believe, had an abiding effect on their character and conduct, and gladdened their souls with a rich experience of the comforts of the gospel.

These exercises are full of interest, but our time is exhausted, and, unless otherwise directed by the Convention, I will venture to waive for the present the last topic, viz: "The importance of giving a knowledge of the vital principles of religion without inducing a sectarian bias." It may be taken up at some future time."

A DELEGATE: I have been requested to ask whether this discussion will not be continued this evening, especially if it should rain, so that it will be impossible for us to leave the institution.

THE PRESIDENT: Perhaps it might be understood that as many of us as wish will come together voluntarily.

DR. THOMAS GALLAUDET: I hope I shall not be introducing any inappropriate topic if I say I was just about to give notice that we propose to have service in St. Paul's Church this evening in the interest of our general church work for the deaf mutes.

The meeting was then closed with prayer by Mr. Job Turner, interpreted by Dr. Th. Gallaudet, followed by the singing of the doxology, "Praise God from whom all blessings flow."

THIRD DAY.

Monday, August 19, 1878.

The Convention met, and was called to order by the President at 9.30 A.M.,

The President called upon Dr. Mac Intire to open the Convention with prayer, which was interpreted by Mr. Eddy.

THE PRESIDENT: The first business in order will be the reading of the minutes of our session thus far.

The Secretary read the minutes, which were corrected, accepted, and approved.

THE PRESIDENT: We will proceed to reports of committees.

Mr. E. A. Fay, from the Committee on Enrollment, made a report.

DR. THOMAS GALLAUDET: I am one of the Board of Directors of the New York Institution, also of the Central Institution, and also of the Western New York Institution. I do not wish to be obtrusive in this matter, but it is really a great honor and a great privilege to me to be engaged actively in the institutions. I wish that simple notice to be given that I represent those three institutions.

Correction made.

MR. ELY: The Committee on Memorials of Deceased Members desires and requests the representatives of the different institutions to present brief sketches of their respective deceased members.

A communication was read from Dr. P. G. Gillett, Principal of the Illinois Institution.

LETTER FROM DR. GILLETT.

ANDERMAT, SWITZERLAND, *July 26, 1878.*

To the President of the Ninth Convention of American Instructors of the Deaf and Dumb, Columbus, Ohio, U. S.:

MY DEAR SIR: I do not know on whom the high honor you will enjoy when this letter reaches you will fall of presiding over the Ninth Convention of American Instructors of the Deaf and Dumb, but one thing I know that you and I are of one mind and one heart in a great philanthropic enterprise, and I make bold to write you, congratulating you upon the honor conferred on you, and to request you to make known to the Convention my hearty interest in the meeting, and request that I may be enrolled as an honorary member, though not personally present. I have been present at every Convention of Instructors and Conference of Principals for

the last twenty-seven years, and every one, I can candidly say, was an occasion of greatest pleasure and profit. My mind runs back over them as the time approaches for your meeting, and I most heartily regret that I can not be with you in person as I am in heart. The health I am abroad seeking has been so far restored that, if I had foreseen it in time, I would have made my arrangements to sail for America in time to be with you. I find rest a wonderful restorative, and this mountain country the place for its fullest enjoyment. I write (July 26) shivering with cold, and having just ordered a fire. To-day I came over the St. Gothard Pass in a snow-storm that does honor to July, though it would be a small affair in January.

I have visited a number of institutions for the deaf and dumb in England and France—have not yet seen any in Germany. I find that the work is essentially the same in Europe as with us in America. The same difficulties and results; the same questions of doubt and discussion. My observations have been very gratifying as respects the comparative success of American institutions against European, as far as I have seen them. I shall go home not only grateful for restored health, but more thankful than ever before for the high standing our profession has in America.

A teacher of deaf mutes has a very different social position in Europe from that he has with us. I have observed that they are regarded more as menials than with us. The principals are more regarded, but for what good reason I can not tell. The governments give little or no aid to deaf-mute instruction in Europe. Consequently, the schools are either eleemosynary, or very small schools which admit only the children of "gentlemen." I have been trying to learn what constitutes a gentleman in England, but though every person seems to know perfectly well, yet no person can tell. European Governments are conducted for the convenience of royal families and a small number of patricians. Their ener-

gies are expended in the pageantry of royalty and the support of immense armies to sustain royalty and its accompaniments. The dear people are looked after as far as the governments are forced to do so. Of course they have not time and money to expend upon institutions for the deaf and dumb, blind, etc. But I must not write a political letter. Pardon the digression.

You will allow me to say, in conclusion, that we have no reason to fear comparison with European institutions. Our sign schools are equal to their best, to say the least, and the same is true of our articulation schools, also.

Please express to the Convention my earnest wish that their sessions may be both interesting and profitable.

Very respectfully, yours,

PHILIP G. GILLET.

Also, a communication, previously laid upon the table, from Mr. Whipple, was taken from the table, and read.

LETTER FROM MR. Z. C. WHIPPLE.

WHIPPLE'S HOME SCHOOL FOR DEAF MUTES,
MYSTIC RIVER, CONN., August 2, 1878.

Fellow-Teachers of the Deaf and Dumb:

As much as I would enjoy meeting with you in the approaching Convention at Columbus, I foresee that that pleasure will be denied me. But I can not let the occasion pass without at least assuring you of my continued interest in the education of deaf mutes, and expressing the hope that from the gathered experiences of those who will take part in the exercises of the Convention, many valuable ideas may be drawn, enlarging the common fund of information, and greatly promoting the true interests of those for whom we labor.

For every effort, by whomsoever put forth, that tends to advance the education, and promote the welfare of the deaf

and dumb, I have a hearty "God speed." Especially do I watch with eager interest every attempt which comes to my notice to teach deaf mutes to *write* the English language correctly, and to *speak*, and *read the lips*. From an experience of ten years in this work, I have arrived at this conclusion: that every additional degree of intelligence beyond the mere uneducated instinct in the pupil is an indication of additional painstaking labor on the part of the teacher, or of those who stand in the place of teacher. Hearing children learn constantly, and without effort, from the mere inflowing of sound through the natural channels of hearing—the ears. It may be likened to water running down hill. Deaf children learn only when they are taught, and that, too, with much labor, like pumping water up hill. What wonder that, in the latter case, the trough fills slowly as the arm grows weary; while, in the former instance, the watering trough overflows day and night. In consideration of the immense amount of labor involved in the instruction of deaf mutes, I have not ceased to be astonished beyond measure at the great results which are achieved in institutions for this class of children all over the country.

I find that whatever awakens an interest children, will study more attentively and remember more exactly, than what they are compelled to learn as a task. So I use diaries largely for language lessons. The daily transactions in and about the institution are written for the children to read. The children themselves are required to write letters every week. They employ as material the substance of the diaries which they have read. There is a stimulus not only to remember the ideas, but to retain the exact language. This affords the teacher an excellent opportunity to explain the different forms of the verb expressive of difference in tense.

In teaching articulation, I have never discovered any method upon which I could rely for success, excepting to give instruction to each individual pupil and by practice—*practice*

and *more practice* to make speech a habit. No matter how distinctly a child can pronounce words, unless those words are made to hold the place of things and feelings and *realities* in the child's mind, he will continue to be mute. We learn to walk by walking, to write by writing, and there is no other way that a deaf child will ever learn to talk, except by *talking*. No amount of theorizing will ever accomplish the work; neither will any amount of drill in the sign language make the pupil a correct writer of English. Of course, there is a culture and strength of intellect which comes from training in the use of *any* language, just as a musical education can be acquired by either vocal culture or by learning to play the piano, or organ, or violin. But we would not expect a young man to play the organ well because he had spent years in learning the violin, neither would we expect proficiency in singing because of training on the piano. An instrument *may* assist one in learning to sing, or it may not. It depends upon the teacher and the pupil, both, whether it will or not. So the sign language may assist a deaf mute to use the English language, but if the sign language be made paramount, and used for the ordinary expression of ideas and desires, be assured that instead of an aid, it is standing like a rock in the pupil's pathway to accomplish mastery of English idiom.

For this reason I advocate the use of the manual alphabet, of writing, but best of all, of *speech*, both articulation and lip reading, as far preferable to a continued use of signs during the whole or even any considerable portion of the pupil's schooling.

In the present irregular and confusing state of English orthography, I find it much better to prepare lessons in a phonetic alphabet for my pupils to study, thereby avoiding the otherwise almost inevitable consequence of acquiring the habit of pronouncing many, even common words, as they are spelled, which is too often the farthest possible remove from the correct pronunciation. For this purpose, I use Whipple's

Natural Alphabet, which, as most of you know, aims to represent pictorially the positions of the organs of speech in articulating sounds and words. It is a great help to me, and I find it more and more valuable as the number of my pupils increase. During the past year, I have used it to greater advantage than ever before in consequence of having purchased a papyrograph, by which a lesson prepared in the ordinary manner with a pen, *once*, may be multiplied into hundreds of perfect copies by a press, as any printing is done. The papyrograph is such a wonderful invention, and so useful withal to a large class of people, that I take great pleasure in speaking of it to visitors, and any others whose pursuits would lead them to feel an interest in such an invention. I send some copies of lessons, such as I prepare for my pupils, as samples of the papyrograph's work.

In closing, I wish to say that the past year, though a trying one, in some respects to me, has been full of encouragement and cheer as far as concerns the teaching of deaf mutes. Results even more gratifying than I had dared hope for have been brought about, and if there had previously been any doubt in my own mind of the general practicability of teaching deaf mutes to talk, the doubt is entirely and forever removed, and I confidently predict that the time will come when a large majority of even congenital deaf mutes will be taught to use the language of their homes—the mother tongue.

Fraternally yours,

ZERAH C. WHIPPLE.

THE PRESIDENT: The next thing in the order of the programme presented by the business committee is the reading of the paper entitled "Principles and Methods of Pestalozzi," by Mr. G. W. Jenkins, of Arkansas.

A paper was then read by Mr. G. W. Jenkins, of Arkansas, entitled "The Principles and Methods of Pestalozzi," as follows :

PESTALOZZI AND HIS METHODS.

BY G. W. JENKINS, OF ARKANSAS.

There is no name more prominently connected with the history of popular education than that of the Swiss Pestalozzi, and while his methods and principles have no immediate connection with the education of deaf mutes, yet from the man as an educator, and from the principles advocated by him, there is much to inspire us to renewed effort, and much that we might profitably use in the special field in which we are engaged. Living in the period embraced in the years 1746-1827, he came into active life at a time when the people, although clinging to their traditions, were nevertheless awakened to the necessity of a broader and more popular education. Bacon, Descartes, Locke, and all of the German philosophers had written extensively on education, the end and purpose of it, but it remained to Pestalozzi and his followers, Froebel and Fellenberg, to reduce the various theories of philosophy to successful methods. The capital excellence of the teaching of Pestalozzi was its pre-eminently practical character. While it is supported more or less by theory, all his attempts in philosophy are imperfect and unsatisfactory; his energy and his success are seen to their best advantage when his methods and principles are subjected to actual work in the school-room. His methods have been set forth in his published works sufficiently distinct. With this exception his writings are of comparatively little value.

His life and fortunes present the usual struggle against misfortune and poverty. The changes that occur during his life are remarkable for their contrasts, sunshine and shadow

falling along the pathway of his life in quick succession, sometimes receiving the protection of princes and the encouragement of nobles, and again the victim of financial embarrassment, compelled to give up some of his best enterprises for want of patronage. During all these years, while pursuing the duties of a teacher, his pen is ever active, and to his efforts, and to the principles enunciated by him, we owe our kindergarten schools, the system of object teaching, and the general diffusion of education among all classes. The system as laid down by Pestalozzi has been largely adopted in Europe, prominently in Switzerland and Prussia, and the normal schools of England.

The great lesson of this man's life is his entire devotion to his work. Here was a man of vast learning, competent to take a place in many of the best universities, entering upon the seemingly unimportant work of teaching an infant school; entering into the work, too, with such keen and genuine interest, as only he could feel whose whole being was imbued with a love of it. The spirit that so deeply characterized his life left its impress on his followers, and to this day Pestalozzi is called the father of popular education. It is not my purpose, however, to present a historical sketch of his life, but rather to present a few thoughts on the principles that formed the groundwork of his methods. These principles are laid down for the schools of hearing and speaking children, but there are a few points so applicable to the teaching of deaf mutes that I venture to present them.

It may be said generally that the purpose of education has been the same in all ages, the methods only have materially changed. Whether the pupils are endowed with all their faculties, or are defectives, one general aim of educating them, of training them, of developing in them *expressive power* (taking this phrase "*expressive power*" as the end to be realized in every case) to oral or use written language is common to all teachers.

endeavor to leave them their individuality. There is so much in institution life that tends to weaken character, so great a tendency to lean upon all the outside helps at their disposal, that the danger of losing that manly independence of thought and character, so necessary to a strong and active life, is not to be despised. Let them, as far as possible, evolve their own problems, correct their own errors, provide for their own wants, and in all things rely upon themselves. There is no thought that needs to be more thoroughly drilled into our pupils than the necessity of self-reliance, self-knowledge, self-reverence, and self-government. To arouse activity of thought; to point out the way to overcome the difficulties that arise without removing them: these are principles that Pestalozzi and his followers have insisted upon as the true methods of education.

Dr Dale, on his return to England, speaking of education in America, says that very much of the teaching is, in a sense, too good. Everything was made so plain and so easy that there was no hard work left for the pupils. Now, the difficulties under which deaf mutes labor, in acquiring a correct use of language, require a diligent use of crayon and blackboard, and of this there cannot well be too much. The only care is that, when possible, they are left to ply their own resources.

There is, perhaps, no task more difficult than to teach mutes to think. The constitutional disability under which they labor begets in them something of listlessness and apathy, so that a certain mechanism is evident in nearly all they do. To break up this habit of mind, which is the natural result of a mind excluded from the world of language and sound, needs the most persistent labor and care. This mechanical mode of thought is apparent somewhat in their phrase writing, and remarkably so in their arithmetic. I find that the mechanical processes of arithmetic can be easily acquired, while the simplest problems, requiring a little

thought and ingenuity, are left unsolved. I know of but one remedy for this almost automatic way of thinking, and that is to habituate our pupils, as early as possible, with the significance of numbers, and require, at every step, an analysis of the work done. Arithmetic being at best a very abstract study is, for this reason, difficult to understand, and it is of importance that the progress made should be as practicable as possible.

Another principle laid down by Pestalozzi, and more fully developed by Froebel, is to cultivate the faculties in their natural order, perception, conception, judgment. Proceed from the known to the unknown, from the simple to the complex. In short, object teaching is the principal feature in the method of Pestalozzi. Its importance in the education of the deaf mutes is at once apparent. The use of illustrative apparatus, globes, maps, and charts, the now popular magic lantern, all of these are admirable helps in acquiring a correct knowledge on any subject. However elaborate an explanation we might make of the motion of the heavenly bodies, a deaf mute would have very little conception of it, until the subject had been plainly illustrated. It will be impossible, however, to bring into the school-room all the objects that are continually occurring in the education of mutes. Even so simple an object as a book how little our pupils know of it. They may write in answer to the object pointed out that it "is a book," but beyond this they may not be able to express a single fact concerning it. Now, the Pestalozzian method taking up the book will proceed, by questioning, to find out all that is known of it, its different parts, how it was made, the instruments by which it was printed; in fact every step from the writing to the publishing of the book might thus be taught, and the benefit is not the mere knowledge of how a book is made, but the expression in written language of all the particulars concerning it. We might proceed in this manner with all the objects

in the school-room, keeping one eye continually on the end in view, the acquisition of a correct use of language. The presentation of an object to the sight, with familiarity of its use, alone can give deaf mutes a true idea of it. Thus, if I want to convey an idea of phosphorus, the best plan is to produce the article and illustrate its properties. Some of my pupils, speaking of railroads, wondered how the iron rails were made, and the general impression was, that a blacksmith with hammer, and bellows, and tongs, had forged them into their proper shape, nor could they conceive of any other process, until the work itself was represented by a model. This merely illustrates the necessity of presenting every object to the sense, and from this to build up a true conception of it.

The introduction of a multitude or of a few objects in one recitation will tend more or less to confuse a pupil. I have seen an exercise of this kind: The teacher, pointing successively to various objects, asks the class: What is this, and this? etc., and is answered, accordingly—"it is a table," "it is a chair," etc. The trouble with such an exercise is this, especially in the lower classes, that having answered correctly one question, they observe the same form in all their answers, and the sentences have no variety. According to the principle laid down by Pestalozzi, the better plan is to center the attention upon one object, and then proceed slowly and surely to the next. A variety of text-books is much to be desired. One very noticeable feature in our books is the tendency to cram the minds of beginners with a large vocabulary. Beginning with such words as dog, sheep, cow, pig, etc., they spend considerable time in committing them to memory. The necessity is not a large use of words, but a practical use of them, and for this purpose would it not be better to take one object (*e. g.*) dog, and then proceed, a dog runs, a dog barks, a dog plays, etc., on the principle that it is easier to remember one object in different

relations, than a multitude of unconnected objects? In this way a pupil may not acquire so extensive a vocabulary, but every step is logically made, and the structure of sentences is made at once part of the pupil's education.

One other practice deserves a passing notice. It is the custom, I believe, in nearly all institutions, to assign the class a list of words to be incorporated into sentences. Usually, I believe, one sentence to one word. The results, in my own observation, are an exceedingly stiff and faulty use of language. When the pupils had acquired the use of a word, in a certain sense, they had but one sentence for it, and if they attempted a second, they were very apt to be incorrect. I find that a drill in one or two words produced better results. To write half a dozen sentences on one word, requires more thought, and taxes the student's ingenuity to a greater degree than to form one sentence. The system, as laid down by Pestalozzi, is characterized by a few of the principles herein mentioned. Here let me add again, they are the first impressions of a limited sphere of observation. I would distinctly disavow the maintenance of any theory on these subjects. The felt want of more light on many matters truly important in the education of deaf mutes, has led me to present these few thoughts for your consideration.

THE PRESIDENT.: I presume—without having had large experience in these conventions heretofore—that the paper is now before the body and open for discussion. I shall take that course, unless otherwise directed by the Convention, and ask for any persons to offer any thoughts upon the paper, as it has been presented, as they may be prompted to do.

Dr. MAC INTIRE: Mr. President, I rise, not to enter into the discussion particularly, but to express my approval and appreciation of the paper that has been read on the subject,

coming as it does from one of the youngest superintendents of any of the institutions, and one of the youngest teachers, too. I think he has got hold of the elementary principles of this method of instruction that has been applied, and if we have papers of this character, bearing as this does so immediately upon the subject of our instruction and our work, I think this Convention will not be in vain. I simply wanted to express my individual appreciation of the essay that has been read.

DR. PEET: Mr. President, I follow Mr. McIntire in the expression of very decided approbation of the principles which are laid down. I think the profession of deaf-mute instruction is coming more and more into the idea that we must bring deaf-mute minds as close as possible to the methods of thinking which characterize those who hear. But it should be understood, that the true analysis of the sign language shows it to be nothing more than a method of reproducing upon the mind of the deaf mute what he sees outside of him. All nature is making signs to us when we look upon its scenes, and what we see is not an expression of the English language, but an expression of the divine language. The true sign language is simply a reproduction of nature in such a way as to inspire the deaf-mute mind directly with ideas, without the intervention of words or any other arbitrary method of expression, and it is one of the benefits of using signs that we can introduce ideas pure and simple into the school-room by a process nearest in its approach to the methods of nature. So soon as we have enabled the pupil to express these ideas spontaneously, as it were, in sentences composed of connected words, we have brought him to the same point that children who hear reach with comparative ease. None of us really think in languages, but, by practice, we become able quickly—almost simultaneously and often unconsciously—to arrange our thoughts in the forms of speech.

One method of bringing this about, and a very good one, pursued by many teachers, is to require the pupil, early in his course, to endeavor to express in written language, the thought suggested to him through signs, and then by changing certain words and phrases, and, if necessary, recasting his sentence for him, showing him what is the most appropriate corresponding phraseology. By repetition, this becomes fixed in his mind, so that certain ideas soon come to associate themselves in his mind with a correct form of words. The objection to this method is that it is apt to be desultory, and the teacher has no certain gauge of the pupil's progress. The pupil is, moreover, apt to become discouraged, by discovering how futile are his unaided efforts in the use of words. A graduated method, however, which never allows the pupil to get out of his depth, and trains him to the use of correct phraseology from the outset, going only so fast, and no faster than is consistent with absolute freedom from mistakes, is particularly desirable. At the same time, it is a positive advantage to deaf mutes to obtain, through signs, an amount of knowledge and of mental development, far in advance of his corresponding knowledge of the English language.

The method of teaching written language pursued in the New York Institution, with the younger children, is one which may be correctly characterized as object-teaching, and is quite in consonance with the principles which have been enunciated. No intervention of signs is called for, except for the purposes of general information.

The name of an object having been learned, a simple direction with regard to it is given in writing. The teacher at first performs the act required and thus teaches the pupil to obey the direction. After this the pupil will find no difficulty in obeying the same direction given with reference to other objects whose names have been learned. He thus learns to read—that is, to understand a simple form of lan-

guage. The teacher next asks, "What did you do?" and trains the pupil, while using the words employed in the direction, to change the imperative to the narrative form. In this way every form of speech appropriate to visible actions, may be gradually unfolded, so that the pupil will come to adopt the same mental habit in writing that the hearing child does in speech.

I would say in this connection that in the institution in New York we have certain advantages in regard to carrying out this idea, which I hope may be adopted in other State institutions. The old State laws made provision for the admission of deaf mutes of twelve years of age to the institution. The first period allowed each pupil was three years. This was afterward extended to five, which might, on recommendation of the Board of Directors, be extended to eight. But, in the mean time, there were a great many children going about the streets of our large cities exposed to every kind of evil influence; while there were others more secluded who were getting into a condition of mental lethargy—complete disuse of thought. The importance of shortening this period of mental inactivity, or of perverted activity, is shown by the fact that the children of intelligent deaf mute parents, or those who have educated deaf mute brothers and sisters to awaken and direct their minds, always enter the institution with a degree of intelligence far greater than those who do not possess this advantage, being in fact more like those who, having become deaf after learning to speak, retain the advantage not so much of a knowledge of language as of a quickened intellect. The State of New York recognized this fact, and at the same time another of equal importance, viz., that those who began young could not complete their education in the same number of years as those who commenced older, owing to the impossibility of confining them so closely to fixed mental tasks, and to the necessity of their obtaining some maturity of mind before leaving school. So, instead

of altering the old law, it made an additional one, providing for the education of pupils between six and twelve years of age, by the counties, and imposing no restrictions upon these pupils becoming State pupils on their completing their twelfth year.

THE PRESIDENT: Dr. Peet, I want to ask you to take a little more time. As I heard the paper, my mind turned back at once to what I witnessed and heard in your exhibition in New York, in May last, and it seemed to me that what had been done by the lady who has undertaken to lead out those two minds that are cut off from two channels of education, did illustrate the points very well, and I think it will be exceedingly gratifying to all here if you take this opportunity in the way of illustrating this point. You may talk as much more as you please, but tell us a little of what has been done for those two deaf, dumb, and blind boys that you brought before that audience.

DR. PEET: I am thankful for the opportunity. It is something exceedingly interesting to all connected with our institution. Some four years ago one of the pupils of the institution, a bright boy, then twelve years of age, had the misfortune to lose his eyesight by having been exposed to the infection of small-pox. It left him absolutely sightless. He was a boy who, under this county law to which I have made reference, had had his mind developed by object-teaching while he was still young, and so he had got an idea of the English language, and could communicate in simple sentences, write letters to his friends, and was just at that interesting stage where we could begin to put textbooks in his hands. Of course, all the methods which had heretofore been employed in his instruction had to be changed, and a new principle had to be introduced into institutions for the deaf and dumb—the principle that no matter what it cost, the object of instruction must be attained; and the first year this boy suffered because that

principle was not recognized in our institution. The Directors did not feel that there were enough deaf, dumb, and blind boys to justify the employment of additional teachers. I will give Dr. Gallaudet, who is here present, as one of the Directors of our institution, the credit to say that there never has been anything suggested for the benefit of the deaf and dumb that he has not been foremost in advocating in our Board of Directors, and through his efforts and that of others, who were in full sympathy with him, a separate instructor was appointed for the instruction of this blind boy. But there was delay in it. I had to place this boy in a class where there were nineteen other boys, who could see, and the teacher could only give him a little attention every day as he passed around the class. I gave him a little attention myself, but the instruction was desultory and very unsatisfactory. But soon the Directors recognized the principle that, where there was an exceptional case, there ought to be special provision made, so that no matter what it cost, every difficulty in connection with deaf mute instruction could be met. They had a separate teacher for him; the result was that this boy's mind, as soon as he had a separate teacher, began to expand very rapidly. He understood the sign language, and could express every idea himself. The teacher began to use the sentences which he had, and would spell in his hand, using the manual alphabet, so that he would recognize by feeling the impact of the teacher's hand upon his own. This process was continued until he got so that he could read very rapidly, spelling simply by feeling with his hand, and then he began to write and to express his own ideas by means of the manual alphabet. The principle upon which his instruction is founded is to make the language which he knows a basis for subsequent instruction, letting the known be preparatory to the unknown. This boy has got a very remarkable knowledge of United States history. He knows one book through from beginning to end.. If you start him anywhere he can

spell the rest of the book through; it is a constant review; he can give you any date in American history.

In reply to a question whether he had used raised letters, Dr. Peet continued: Not when studying the book I have mentioned; this has all been dictated to him by the manual alphabet. Every word in that book has been dictated to him, and the other boys are very friendly toward him, and will assist him any time out of school; one boy will stay with him ten minutes during the evening study; he will pay attention and learn his lesson just as the others do, and then another boy will go and spend ten minutes, and so on. He will thus study an hour or so every day apart from his teacher, simply from the dictation of his fellow-pupils who are looking on the book and spelling to him. He recites his lesson by spelling to his teacher. The teacher uses with him Wait's system of puncturing a paper, so as to produce a tangible surface for the letters, and he reads what is thus written very well. He can also write by that system, and uses also several other methods employed in the Institution for the Blind. We have had occasion to express great gratitude to the officers of the Institution for the Blind for permitting our teacher to go there and learn their methods of instructing the hearing blind; they have been very courteous to us. The name of the lady who teaches this blind deaf mute is Miss Fitzhugh. She has taken intense interest in this matter. This boy is very happy when he is writing compositions and letters. He writes many letters, and takes the greatest delight in it; but one of the most interesting things in connection with this subject is that when he first became blind he was in perfect agony; he felt like taking the advice of Job's wife, cursing God, and dying; his whole temper rose in rebellion, and he did not enjoy one happy moment; but now he says every day, "How happy I am;" he tells his teacher that he loves her because she has made him happy. Another interesting thing in connection with

the instruction of this bright boy—his name is James H. Caton—is that the teacher takes as much interest in the development of his moral and religious nature as she does in that of his intellectual nature; she is constantly giving him the principles upon which an exemplary life depends. If he tells a falsehood she knows no peace until that boy thoroughly and heartily repents of the falsehood, and rises up with the determination that never, under any circumstances, will he prevaricate in the slightest degree, and she watches his conduct in school and out of school, and is perfectly devoted to his moral elevation. To show how much interest she has taken, I will give an amusing little illustration of what might be considered profanity if it came from a hearing person; but, as it came from this boy, was perfectly justifiable. The teacher was one day explaining to him that his evil actions were very much the result of temptation, and this temptation came from an unseen agent who was the arch enemy of souls, standing at his elbow and tempting him; then she went on to explain to him how our Savior was tempted in the wilderness, and how he said, "Get thee behind me, Satan," when he was tempted, and that is what he must do when he felt an inclination to do wrong. One day he committed a very grievous fault, and she recalled to his mind what she had told him the other day, and asked him what he must say when he was tempted to act wicked, as he had done in this instance. "I will tell you," said he; then turning around, as toward a visible enemy, who was just as apparent to the poor sightless boy as a visible object would have been to us, he spelt, "Get thee behind me, Satan; go to hell [laughter];" that is where he ought to go [laughter]. Now, this boy is getting a very idiomatic use of the English language; it comes of itself. I do not believe, as I have already remarked, that anybody thinks in the English language; it may be hearsay with some philosophers, but I do not believe it. We have a

thought, and then associate the English language with it, and, by an often perceptible connection, and whenever I hesitate, as I so frequently do, I know it arises from the fact that I do not speak as much as I should be doing if I were teaching hearing children. This hesitation is produced, not by want of a thought, but by my taking time for consideration of what language would most perfectly express that thought. It is very evident to my mind that I am not thinking in language, else the language would flow as fast as my thought. But this boy is learning to express his ideas directly in the English language, and the teacher has been suggesting to me all the time whether or not she is not going to produce better results with a blind boy than other teachers are with seeing boys. I tell you there is no question about it; if you had one teacher to every pupil they would make much greater progress. Without going into the philosophy of it, there is a very great advantage in this devotion of the teacher to the pupil.

Our success with this boy led the Directors to pass a resolution requiring me to look for other deaf, dumb, and blind children, and I have a list of half a dozen whom I am to look up and bring to the institution, if possible. Last fall we had a similarly afflicted boy brought, by the name of Richard S. Clinton. He was without knowledge of the English language, absolutely ignorant. He did not know a single letter, or the name of any object around him. He could neither hear nor speak. We had to begin his instruction *de novo*, and with him we have had to adopt a plan similar to that which is advocated in the paper that was read. We first taught him to associate objects with words. The teacher spelt h-a-t, and gave a hat to the boy, and let him feel of it and put it down; then she would spell "hat" again, and he would go and get it; and she would continue with other objects till she had given him ten or twelve words which together contained all the letters of the alphabet, so

that he learnt the alphabet in that way, and whenever she had spelt a word he would go and feel over all these objects and bring the right one; and whenever she put the object in his hand he would spell the word. Then she began to give him simple directions to bring the hat, bring the box, etc., and he would go and get it; and when she asked him, "What did you do?" he would spell out, "I brought the hat," and "I brought the box." He now knows the name of every object in the school-room, and can write its name. The way he was taught to write was quite an interesting one. The teacher took a number of blocks, and drove into the wood of each, tacks so placed with reference to each other that they formed a letter of the alphabet. By feeling each letter thus produced, this blind deaf-mute learned to associate it with the corresponding letter of the manual alphabet, and it was not long before he could read, through the sense of touch, the name of any object spelled with these blocks, a fact verified by his at once bringing the object when its name was presented to him in this way. Having thus become familiar with the shape of the letters, it was not difficult for him, with the help of his teacher, to learn to copy them, and to write any word dictated to him through the manual alphabet. He can now write his own name, and those of others whom he recognizes when he puts his hands upon them.

This boy will be a more interesting case than the other, on account of one particular—the fact that he had no instruction whatever as a seeing or hearing boy. The other boy had had instruction as a *seeing* boy; this boy has had instruction only as a congenital blind deaf-mute.

THE PRESIDENT: Was he born blind?

DR. PEET: I so understand, sir. This boy has a very gentle disposition. He is wonderfully good, and the teacher is going to work with him in the hope that he will never be a bad boy.

DR. MAC INTIRE: There is another case in your institution there, I would like to inquire of—a boy that has both of his arms cut off, so that he can't spell at all, and who is deaf. I saw some performances with him in the New York institution that were more wonderful than these cases. I wish you would describe the methods that you adopted in his education.

DR. PEET: I shall now have to take off my hat very respectfully to the ladies here who represent the system of instructing the deaf and dumb by means of articulation. When I found he had no hands, I commenced to teach him articulation. [Laughter.] He had arrived at the age of thirteen years without instruction. People told his mother that there was no use in trying to teach a deaf and dumb boy that had no hands—that could not be done, they said. They said that the hand was the most essential thing in deaf-mute education; that there was no use in sending him away to school; she had better make up her mind, first as last, to keep him at home. But she was induced by one great trouble that she had—the boy would not obey, so she could do nothing with him. He became a street boy, and then she began to wonder whether there could not be some influences brought to bear that would restrain this boy. She did not have any hope that he would ever have any knowledge of the English language, but she thought that restraint might be exercised over him. So she came to the institution and brought the boy, hoping to get some information on the subject. Much to her surprise she found that we considered that this boy was capable of being instructed. After the necessary arrangements for his admission had been completed, I put him into one of our articulation classes. We have two classes of fifteen pupils each, in which articulation is associated with all the instruction imparted. Every new word and form of sentence taught is taught in connection with speech as well as with writing. In addi-

tion to this, we have more than a hundred pupils who, while attending the ordinary classes, have received periodical instruction in articulation from teachers who are experts in this specialty, this making one-fifth of the school to whom this kind of instruction is extended. The system of phonetics and of phonetic illustration used by us is that known as Bell's Visible Speech. And here I desire to remark that I do not believe that articulation can be taught any more perfectly in an institution which disuses signs than in one that uses them; for, so far from association, out of school, with pupils who make signs the principal medium of communication, proving an injury, it is, by the general mental awakenment to which it gives rise, rather a benefit. Our teachers of articulation are very enthusiastic, very earnest, and have about as much faith in this, as a system for the instruction of the deaf and dumb, as you who have schools of articulation exclusively; and we have some very remarkable instances of articulation and lip-reading. This boy had to be taught by the method of articulation. It was at best very slow progress that he made.

THE PRESIDENT: Was he born deaf?

DR. PEET: He lost his hearing at so early an age that he had forgotten all sound. He had no language. I don't say that he was born deaf. There are very few deaf-mutes now that are born deaf. The majority of the deaf are those who have lost their hearing subsequent to birth. This boy was not born deaf, but he was not a semi-mute. He had made no acquisition through the ear. His mind had not been developed through the ear in the slightest degree, he lost his hearing so very early; and when we began to teach him to pronounce the names of the objects in the school-room, we first, of course, gave him the powers of the letters according to the phonetic system. He can now read this phonetic writing with remarkable ease. He is quite developed in that way. He can read the lips to some extent. We use

the same system with him that we do with our primary department, although we substitute speech for writing. And then he has learned to write. We put a pencil in the joint of his right arm, which is taken off just below the elbow, leaving a short stump. We put a fork there, and he feeds himself. Wonderful is the dexterity he has. He can write, but he writes very slowly. I suggested at our last exhibition that it would be a capital thing if we could have a type-writer for this boy to use by means of the handless right arm, and also for our blind boys. As a number of our Directors were present, I thought we could bring public opinion to bear a little on that, and procure this necessary thing more easily, and, as it happens frequently on those public occasions, the circumstance had hardly been mentioned before the suggestion took effect. Within two or three days after the exhibition I received a letter from a gentleman who said that his aunt, who had been present at the anniversary and heard what I had said, fearing that there might be some delay in procuring this type-writer on account of the expense attending it, offered to pay the bill if I would send it to her; so our handless boy will have his type-writer at the beginning of the term, and we shall also be able to begin experiments with the blind, to see if it will be of any use to them. He has got so now that he begins to communicate his wants by speech in the English language, and it is a curious thing in this connection that, although it would naturally be supposed that a person could not make signs unless he had hands, this boy is a very graphic sign-maker. I will show you how he expresses himself when he comes to me and tells me he wants me to write a letter to his mother.

Dr. Peet then gave an illustration of the way the boy made the signs. He is a great deal better sign-maker than I am or any of our teachers, because he produces the illusion, the positive illusion in your mind that he has a hand. (Laugh-

ter.) He makes signs with a dexterity which is perfectly wonderful. His case is a difficult one only in one way, and that is, we have a great deal to undo about it. He had very bad associations before he came to the institution, and he has done some very naughty things while he has been there.

A MEMBER: I want to ask you how you succeed in controlling the modulation of the voice of one who has never heard a tone. It has been quite a question with me. Where they never heard a tone, the great difficulty appeared to me to have been in the way of controlling the modulation, to get them to give the proper emphasis or expression, or the different stress on the different parts of the words.

DR. PEET: I think this question, the whole question of articulation, will probably come out in discussion at some future time. I would prefer to have those who really can count themselves more as experts in the matter, bring out that idea. It is a very interesting one. I would say, however, that I have not got a great deal of modulation out of him yet. I have given him articulation, but you would know that he was not a hearing boy by his articulation. The great difficulty in this boy's case is that he was really a very bad boy when he came to us, and he has shown it in all sorts of ways. I have lost a little money by him, and he shows that he was dishonest before he came to us. He was used as a cat's paw by the young thieves in New York, who would make him go and do their work; and he would do it with great dexterity, although he had no hands. He escaped suspicion for a long time, because people thought he could not do it. But he has proved that a boy without hands can steal more skillfully than one with them. He has sometimes given us a great deal of trouble. You cannot take such a boy and punish him as you might feel justified in doing in regard to another boy; that is, it does not seem exactly right; and so I had to go to work and establish myself as his particular friend, and show him all sorts of kindness. When-

ever he did right, I commended him, and when he did wrong I was very sorry. After a while, as a result of this, my sorrows touched him to the heart. He has really given up a great deal of his wrong. And again, on the principle of receiving approbation for what is right and disapprobation of what is wrong, and really feeling that he was making others suffer, he is really getting to be a good boy.

THE PRESIDENT: I feel the Convention will thank me for calling out these facts. I will add one word respecting the impression received from that—that is, the importance of dwelling on one thing until it is exhausted, not scattering or attempting to instruct too widely, but exhausting the particular subject. The point was brought out in the paper, you recollect; and it seemed to me it was a very apt illustration of the very effective teaching which could be attained by carrying it out.

DR. THOMAS GALLAUDET: I will suggest this thought, in connection with my own duties, as having been providentially led more to sympathize with these afflicted ones, beginning with Julia Brace, years ago, under my father's administration, who was too old to make scarcely any progress in words. She is still living, though I do not know exactly her age. Julia Brace attracted attention long ago; then Laura Bridgman. I think these names ought to be brought together. If we believe in prayers, as of course we all do, we may mention the names of all these people that appear in the different institutions, and ask God to help them and give them strength, and encourage them all we can.

F. D. MORRISON: So far as we have gone, it is a repetition of Dr. Peet's theories. We have a very interesting, bright boy. He is now twelve or thirteen years of age. He is a very interesting child; his progress is shown in a great many ways; he is now acquiring some speech. He came to me during the last session and got my name very correctly, and

was quite excited over it. The pupils have been more successful in teaching him to speak than the teacher. My little boy, about nine years of age, plays with him—prefers him now to any other playmate in the house. They understand each other perfectly, and have a very interesting time together, playing horse and amusing themselves in various ways. We are using the raised letters; we are also using the New York system. I do not know what progress we may be able to make; we are very fond of him, and will be sorry to lose him.

DR. GALLAUDET: May I ask his name?

MR. MORRISON: His name is Francis Smith. He had no instruction when he came to us. I picked him up on the street and put him in my carriage. For a long time I was known as the man with the horse, as the man that had to be obeyed. After a while he got my name correctly. Now, in the morning he goes to the shop to learn the jack-plane, before he goes to his class; you cannot get him down from the shop until he shakes hands and gives the morning greeting. He is very bright; if any of the boys are not doing right, he is one of the first to find it out and report it. He discovered that one of the boys had been smoking, and he came to my office very much excited, and illustrated the whole thing, until I knew in an instant just what the boy had been doing and who the boy was. He is getting along very nicely, and we feel a great interest in him. Last year we were talking about whether he could be placed in New York, or somewhere, and there was a general protest against allowing him to go out of the institution; no one wanted to lose him. Of course, this little boy, Francis Smith, would not be so difficult a case as the one Dr. Peet has under instruction. There are many things that he seems to understand perfectly, having seen them before he lost his eyesight. He seemed very anxious, some time ago, to join the music class; he wanted to play the violin. He did not real-

ize the fact that he could not hear at all. We very often see him thrumming on a piano very hard, but cannot get any sound out of it. I do not think he gets any sound; I do not think he has any sense of sound, and he has no sense of sight at all.

MR. HOLTON: Mr. President, Dr. Peet, in the course of his remarks, stated the course that had been pursued, and the experience that had been wrought out in his institution touching the ages of the pupils received, that, beginning with twelve years, they had come back to ten, and, as I understood him, gone back to a much lower age. I ask him what the minimum is.

DR. PEET: Six years.

Mr Holton continued: In the Deaf and Dumb Institution of the State of Wisconsin, to whose services I have just been called, I find that the age defining the period to which its charity should be extended, has advanced from ten to twelve years. When my attention was called to it a few days ago, in the meeting of the board, I asked the question of the doctor and his associates, why it was so, what was the philosophy of the State of Wisconsin in changing the time at which its suffering children should be admitted to its charity? The answer was, that the period allowed each pupil, seven to five years, is it?

THE PRESIDENT: It is five and may be increased to seven.

MR. HOLTON: That the period was better from twelve to nineteen years, than at any other stage of life—that was the answer. From what I have learned from Dr. Peet, I am confirmed in my own conviction from his experience that this is an egregious error; the benefit that I can do for my child, as its parent, is long before twelve years; if I have not wrought out any good thing on the mind of my child, as a parent, before the period of twelve years, I may surrender the point. I wish to make, Mr. Chairman, the inquiry—a practical one to me as trustee—if this convention, or any

preceding ones, have taken any action as to the period at which children are best brought under the charitable education of the State; I would ask if there has been any action on this point by this convention, and if not, I only rise to make the suggestion now. I ask and suggest before this convention adjourn that it shall give an opinion on this point, so that my own State and my own board of trustees may have the benefit of that judgment, which I shall regard as more complete and perfect than my own or any of my associates can have, upon so material a point as the period at which children shall be accessible to the charity of the State.

DR. MAC INTIRE: I suppose it is known to most of the members of the convention, that the education of the deaf and dumb in this country was commenced and prosecuted mainly as a public charity. On this ground appeals for support, both to individuals and the State governments, were principally made; and the first institutions established were organized as *asylums*. Both the contributions of individuals and the appropriations made by the legislatures were considered as donations given in favor of the poor of this class, to the associations of benevolent gentlemen formed for carrying on the work. The legislatures granted charters to these associations, and appropriated funds towards their support, but assumed no control as to their management. All of the earlier institutions were organized on this plan; and it has generally been followed in the eastern and middle States. And as the general government was making large grants of the public lands to colleges, academies, and the States, in aid of the common schools of the country, the trustees of several of these corporations applied to Congress for aid in behalf of the deaf and dumb. A township of land was donated to the asylum at Hartford, and also one to the school at Danville, in Kentucky. Thus in the outset of this enterprise the general government as

well as a number of the States became the patrons of these institutions, and made appropriations for their support. But afterwards when the States began to organize institutions for the deaf and dumb, and applied to Congress for a share of the public lands for this purpose, as was repeatedly done, they were uniformly refused. Except in the two instances just referred to, the government has done nothing for the primary education of the deaf and dumb. Perhaps it was fortunate for one cause that it was not done; for of the large grants of land made to the States for the support of common schools, the proceeds of their sale has in most cases been lost, dissipated, or used up, and they have been compelled to resort to taxation for their support. It is fortunate for the deaf and dumb that this course was not pursued in their case of relying upon endowments and the uncertain proceeds of invested funds, because their education has been based upon a surer basis, the revenues of the State governments.

The State of Indiana, at first, chartered an institution, and assessed a tax for the erection of buildings, and for current support. Subsequently, however, this tax was superseded by the adoption of an article in the constitution, guaranteeing the existence of the institution, and making its support chargeable to the general funds of the State, and by the enactment of a statute which provides that, should the legislature from any cause, fail to make the necessary appropriations to defray the current expenses, an amount equal to that appropriated for this purpose the preceding year may be drawn. The institution is made a part of the State government, and is as secure of support as are the common schools, the judiciary, or any other branch of the government.

There are now in the United States about forty regularly organized institutions for the education of the deaf and dumb. They have had their origin in widely different circumstances, and are unlike each other in many particulars,

but as to their mode of management and means of support they may be divided into two distinct classes. The first class, embracing about one-third of the whole number, are independent corporations, controlled by self-perpetuating boards of directors, and sustained by patronage, whether the means be derived from invested funds, paying pupils, contributions of individuals, or donations of the city or State governments. The second class, about two-thirds of the whole number now in operation, are State institutions, created and supported out of the revenues of the State, and managed by boards of trustees appointed by the State executive, or elected by the legislatures for a term of years. On the former plan, most of the earlier institutions were organized, and on the latter, all in the west and south, with few exceptions, have been established. Each has some advantages over the other, but the State institutions of late years seem to have the preference in the new States. In fact, some which were organized as independent corporations have placed themselves under State control, as more in sympathy with the people and their representatives, and more sure of a hearty and generous support. The chief evils connected with State institutions are the too frequent changes of trustees or directors, the substitution of inexperienced men for those who have had experience, and the danger that, in the heat of political strife, the management may be marred or sacrificed through partisan influences.

DR. PEET: I supposed that Dr. Mac Intire, who has been so constantly in attendance at these Conventions, would answer that question more definitely than I am able to do. I have the impression that at one time a definite series of resolutions was passed on this subject, and we could ascertain from the printed records of past Conventions, so that the question may be answered before we adjourn.

THE PRESIDENT: I am very sure some action would aid very much in our western institutions. I will only qualify

Mr. Holton's remark by saying, when the question was answered, twelve to nineteen would be regarded as the best age. It was long the supposition that they must be limited to five or six or seven years, perhaps with the average, rather presuming that there should have been some little start in the education at home, more than could be made at that time. Still, it is a point on which I am not settled.

MR. HOLTON: If I were a member of the Convention, authorized to present a resolution, I should ask the committee to report as to what, in their judgment, are the best seven years in the life of a child to be subjected to deaf and dumb instruction, at a public institution?

DR. PALMER: I will state that we have in our institution the same difficulty, it being a new institution. We had last term two hundred and fifty-three pupils. The institution is now just seven years old. It was started with the idea that the age of seven years was the best age for admission. We have pupils who entered the institution at the age of seven, and when fourteen years of age their time is out, and according to the legal enactments, they would have to leave the institution; but we have some discretionary powers vested in our inspector, who represents what is represented by a board of directors in other institutions, who can permit them to remain longer. At the conclusion of this term, I furnished him a list of those pupils, but could see no way of getting around these difficulties, unless we make the age for admission ten years. I am more and more convinced, every year of my life in the institution, that we must separate the younger children from the older, not only in their sleeping apartments, but in the play ground, and I should very much like to see a decided expression of opinion on the part of this Convention on that subject. I am sure it will aid us in determining the matter, and it will fortify us in our determination; and I am very glad that Mr. Holton made that suggestion. I hope it will be adopted by the Convention.

MR. TALBOT: I think I can answer this question as to whether the matter has ever been pronounced upon by the Convention. My impression is that it never has, unless very early in the history of the Convention. I prepared a paper for the meeting of principals at Washington, ten years ago, on the proper age of admission of pupils to institutions for the deaf and dumb. That paper was read, but was not discussed to any extent; perhaps there was no discussion at all. My own views then were, and still are, that if there are only seven years of education, as is the practice in Canada, and in most of the western institutions, those seven years are best given at the time that has been named. I stated in my paper that I would have girls begin at ten, and boys begin at twelve, if they are to have only seven years. I do not admit that seven years is enough for the thorough education of the deaf and dumb, and I think they ought to have moral training a great deal earlier than at ten or twelve years; but if there are only seven years to be given, I think, considering every thing, the moral, intellectual, and physical development, and the future life of the pupil, that it would be best put in at those years. It is my impression that whatever deliverances we might make, would have but little weight with legislatures. It would have a good effect on the boards of directors, I have no doubt, and if the matter of the time can be left entirely with them, whatever we should say would be of considerable importance.

THE PRESIDENT: It is now past twelve o'clock, and I have allowed the discussion, this morning, to drift a little from the programme. I believe that the time has not been unprofitably spent. Whether there shall be a continuance of this discussion, I will leave it for the Convention to say. There is a further topic for the morning, and enough to fill out the afternoon.

THE SECRETARY: I move that we proceed with the dis-

cussion of the next matter on the programme for the next thirty minutes.

DR. E. M. GALLAUDET: I move that topic number six be made the order of the day in the opening of our afternoon session.

Carried.

THE PRESIDENT: I will ask Mr. Holton if he has any other suggestions.

MR. HOLTON: That reminds me of a communication I read in the morning paper. My own impression was that a voice came to me, and a voice had come to this Convention, and a voice had come to all our land. We sit here, to-day, in health, and all the belt of country through which we have come, east and west, is blessed alike with health, but in another part of the country, sorrow and sadness are in thousands of households, fear is upon every countenance. Here comes a special voice (reading): "New Orleans, August 18th.—The officers of the Hebrew Benevolent Association make the following appeal: Sicknes, and distress, and suffering among the poor are increasing daily, and our funds are nearly exhausted. In this sad calamity, we deem it our duty to appeal to the sympathies of our brethren throughout the United States for speedy aid." I suggest that a collection be made in this assembly, of our little mites, whatever they may be. I move, if it is in order, that a collection be taken up in this assembly and sent to these people to aid them in their sickness.

At the suggestion of the President, it was voted that a collection be taken up, in the course of the afternoon, as a contribution for the relief of the sufferers of New Orleans.

Recess to 3 P.M.

AFTERNOON SESSION.

President Chapin called the Convention to order at 3 P.M.
A paper prepared by Mr. A. B. Greener, of Ohio, on Deaf

Mute Institution Newspapers was then read by W. N. Burt, of Indiana, and interpreted by Mr. Cochrane, of Wisconsin.

DEAF-MUTE INSTITUTION NEWSPAPERS.

BY A. B. GREENER.

There have been put into practice various appliances and methods, within a comparatively short time, designed for the educational improvement of the deaf and dumb, but none, in my opinion, exercise a stronger and healthier influence in removing the lethargy surrounding the mind of the mute, and imparting vivacity and activeness, than the institution newspaper. Though its *debut* dates but a few years back, yet the beneficial aid derived from its source, by the class of persons for whom it was especially founded, in so short a time, has been very gratifying indeed to its many friends.

A decade ago not a single institution possessed a paper of its own, the pupils relying wholly upon papers sent them by the publishers thereof for their benefit. But now, as we survey the field, an aspect certainly surprising meets our gaze. With but few exceptions every State institution can boast of its weekly or semi-monthly paper at present, and the fact that the majority of them seem established upon a solid foundation, is highly gratifying.

During the proceedings of the eighth convention, an instructor of the deaf and dumb, and at that time the head of an institution, among several subjects he presented to its members for consideration, was a protest against institution papers. In alluding to them, he took the ground that they were "not worth their postage." I do not think he was war-

ranted in this broad assertion, for, even now, we find his name occasionally among the list of contributors of an important institution paper. A little reflection will convince the most skeptical that these papers are conducive of doing great good to the mute, and the institution that is fortunate enough to claim one of its own, is to be congratulated. The question may be asked, Does the institution paper benefit the pupil, aside from giving him a rudimental knowledge of the printer's trade, when, at the end of his allotted school career, the responsibility of providing for himself must necessarily depend upon his own efforts? I answer affirmatively.

Our institutions receive gratuitously a limited number of newspapers from the publishers thereof, but they fail to produce the effect mostly desired, viz., a thorough and careful reading of their contents, because, as a general rule, the pupil takes a careless glance through the paper; a line or so, perhaps, is read here and there, or the attractions of the advertising displays are commented upon for their curiosity, and he is done. Thus the little information, if any at all, he may have gleaned from the paper, will accomplish him little or no good. But it is different with the institution paper, as observation has shown me that its impressions are eagerly anticipated by the pupils, and when distributed among them, is diligently read by those who receive it and are capable to understand it. Who will come forward, then, and assert that the power of such a paper is devoid of accomplishing good results? Through its channel the clouds of obscurity surrounding the mind of the mute are scattered, and in their place is substituted a store of useful information, which, though hidden to us, will, in due course of time, reveal itself, and upon which he can draw when necessity requires.

The general inclination of our pupils after graduating has been against subscribing for some good newspaper whereby

they could keep posted in the events that are daily occurring, the majority of them dragging out their existence utterly ignorant of what is transpiring around them or abroad. Instead of elevating their condition, it is uniformly allowed to become lower than when they left school. A reform, however, seems near, for, since the introduction of the institution paper, quite a number of our pupils, after graduating, subscribe for the paper of their *Alma Mater*; and it is here where a paper of this character sheds forth a portion of its usefulness to the mute, for it is the means of giving a few hours of consolation every week when separated from the scenes of his school life. It keeps him informed from week to week, what is taking place at his institution and among his school-mates, there or abroad, besides giving him a great variety of other matter with which to cultivate his mind.

Another advantage derived by the publication of papers of this character is the close communication it throws the several institutions into. Before they were established our institutions seemed almost entirely isolated from each other. Tidings came from them like angelic tears, few and far between, in truth, we scarcely knew that such and such institutions had an entity. Under existing conditions a short interval only is required after the issue of each number, ere the various institutions, and the inmates thereof, perhaps thousands of miles distant from the place where the little sheet starts forth on its journey, are acquainted with all the important incidents that transpired there only a short time before.

A few suggestions in the manner of conducting Deaf Mute Institution papers may be proper here.

In the first place they should be of a medium size, containing forty to fifty thousand ems, so that all the contents of the paper can be carefully read. Moreover, to secure all

the space possible, they should be free from advertisements, as these are a superfluous appendage to a paper of this kind.

The reading matter selected should be chosen with the utmost care, that nothing may creep into the paper which would in any way contaminate the morals of its readers.

One of the principal aims of the paper should be to give all the important local news occurring at the place of publication, dressing it in a clear, simple style, so that its meaning can be readily understood, excluding all that partakes of a sensational or gossiping character, as the general tendency of such matter is injurious to the best interests of the mute. By publishing the local news of the institution its graduates will keep informed of the doings transpiring about the spot endeared to them in days gone by.

The tendency of some institution papers to allow their columns to become disfigured with pupils' compositions and other matter poorly composed, should be corrected, as its effect does no material good except gratifying the vanity of their authors, while the influence of their grammatical and literal construction is injurious to those of their class who peruse them.

A column or so devoted to agricultural items should form a leading feature of the paper, as it would prove profitable reading to a number of our pupils, a good many of whom come direct to us from the farm, and after completing the limit of their school course will naturally follow the vocation they have been trained to. Hence any information relating to the tilling of the soil would receive favorable attention from them.

The spiritual welfare of mutes, except those in large cities, is allowed almost wholly to go neglected because of their disability to participate in the service of the churches, unless some one comes to his aid with pencil and paper or manual alphabet. Likewise many of them are so widely scattered that it is impracticable to hold church meetings

where their religious welfare could receive attention. It would be a good plan, I think, to print from week to week a short sermon and other matter of a religious character which would stimulate them to lead a christian life.

The effort to refrain alluding to politics in our institution papers is conspicuous, and is as it should be. But there is one thing, however, that could consistently be done without trespassing upon party questions, by publishing the chief political events and news, taking care, however, to couch them in such language as would bias neither side. By following this course it would be the means of giving the deaf and dumb, at least, a faint glimpse of how the system of our political institutions is conducted, from which they would be left to draw their own conclusions.

Short sketches of biography and historical events might also, with profit, be printed occasionally, as the effect of such would aid greatly in storing the mute's mind with rich lore, which he could use with advantage in the society of his friends. I am not informed, except from personal observation at this institution, where the paper is given to all pupils who are able to read it, as to the manner of its distribution in the institutions where papers are published. But if the State provides for their printing as done here, justice, at least, requires that it be given free to all pupils in the institution who are competent to peruse it with advantage.

G. F. SCHILLING: Mr. President, Gentlemen and Ladies—The subject of proper reading matter is one that deserves our most careful attention. The effect of continued reading in a certain line is so manifest that politicians, desiring to propagate their distinctive opinions, simply circulate some paper that presents their views day after day and week after week during the year. After that time the readers of such a paper very generally entertain the views of their editors. Constant reading of matter of one tendency

is sure to dwarf, cripple, and ruin the mind. Now it is impossible for any individual to say what every other person should read, but the capacity, tastes, and surroundings of each one will do very much in directing his choice. What may be proper reading for one, may be entirely improper for another. There is no lack of material. In the multitude of what is now presented there is very much that is absolutely vicious, more that is indifferent, much that is good, and a little that is excellent. But even that little is more than most of us can master in a lifetime. We must make our choice, and we should discard not only the vicious, but also the indifferent. The institution newspaper is proper reading for the deaf and dumb, if that paper is properly conducted. We are here acquainted one with another, and we like to hear of one another after we have parted. Our deaf-mute friends are in the same condition, and the institution newspaper has its proper use in keeping its readers informed as to individuals and matters pertaining to the institutions. How far, however, the paper should go, is another question. A young man engaged in agriculture may be interested in reading agricultural matter, and as the paper has in it nothing pertaining to that, it may not be very interesting or profitable to him.

In my own mind it is a question, which I cannot answer in the affirmative, whether police reports, court proceedings, scandal, and the like, are good reading matter. "Where ignorance is bliss 'tis folly to be wise." There are many things that it may be well for our authorities to know, that it would not be well for the boys and girls in our families to know—many things that any parent, who had any regard whatever for the morals of his children, would be very careful about placing within their sight; and such things I do not believe are proper reading matter for the deaf and dumb. There are cases where a thing is proper for one person to know, and that one person ought to know, but that are alto-

gether improper for others to publish. We had a very fine illustration this morning by Dr. Peet of a thing being perfectly right in one place and very bad in another. Reading matter thrown broadcast over the land may be perfectly innocent and proper, but there may be instances where it is dangerous. Such stuff may be a bonanza to its writers and publishers, but it may be a source of pestilence that shall bring death and destruction to the morals and the minds of the readers; and I cannot help but lift a warning voice to all those who have largely in hand the publication of reading matter that lies before the public at large—to old and young, small and large, to the wise and those who are not so wise—I cannot help but warn such of describing or narrating foul deeds in detail, and warning them to be careful of what they place before so large and miscellaneous a public. I, for my part, would shrink from the responsibility of publishing many things that may be perfectly proper for those in higher places to know, but that cannot but be injurious when scattered broadcast over the land. I simply desire to call the attention of the Convention to the matter. As long as our pupils are with us in school we can regulate to some extent, but after all our work there, is it not what the individual will do after he has left school that will determine whether he will be good or bad, great or little? What proportion of the pupil's life is spent in our schools? Should not the instructor have a proper interest and care what his pupils will do, what they will read after they have left him? And on that matter I feel, and have felt for a long time, intense interest. The attention of the deaf-mutes themselves should be called to this, because the choice lies largely with them what they will do or become.

MR. KINNEY: Mr. Schilling, in his remarks in reference to books and publications, might have referred to the scripture account of the man who, in his anxiety to see Jesus, climbed a tree. He was not able, on account of the press, to

effect his object. The number of books published at this day may possibly prevent some from reading part of it, on account of the "press." That idea is not fully elaborated, but perhaps you will see the point after all. The *Chronicle* was published ten years ago with this very object in view. I think the selections with which its pages were filled were of the right character, and the pupils were encouraged to devote attention during the interval of the publication to a course of reading of that paper, and I am sure that the object to a very great extent was accomplished. I know that most of my own class read the paper with interest, and often referred to it during the week with great interest. When I left this institution and went West, we started a paper in keeping with the *Chronicle*. Short and interesting paragraphs were selected, and the paper was filled, and we devoted as much attention as possible to local items, items with which the pupils were familiar, apparently, sometimes laughable ones. And in addition to that, the teachers are requested to take especial pains to have most of their classes, during the month, read the paper, and at some time specified by the teacher, they were catechised in reference to what they had read, were required to relate it by signs, and I am sure that they were interested in this matter, and it induced them to read more carefully, and the results were good. I know that to furnish children with proper reading matter is somewhat difficult. It was more difficult twenty or thirty years ago than it is now. I was surprised a year or two since when I was required to purchase thirty or forty dollars' worth of books for the children, to find books of the character that I found—beautiful books, good stories. The typographical and mechanical execution of the books was beautiful and pleasing to the eye, and a person who was at all likely to read would read whether he would or not, on account of the beauty in these respects; and the illustrations, too, were so fine. The newspapers have become our great educators; they con-

stitute the reading matter of a large proportion, if not all, of our pupils through the country. We are living in a fast age, and men these times do not read those large volumes that we used to think were so important—standard works in our younger days, but they catch up a newspaper as they go to their meals, and whether it is right or not they take them to the table and pore over them, when they ought to have their minds relaxed and devote themselves to the subject in hand. And here again I have been surprised (we have some thirty or forty exchanges, newspapers from various parts of our State, and a few from other States) to see the interest manifested by our pupils in these papers; and it is wonderful how often those who have not been educated to any extent will take up items that are published in these papers. As an illustration, some years ago, in this institution, it was customary for the teachers, after the recitation, to select words or phrases for their class to incorporate in sentences of their own, written on their slates, and I remember, after the recitation in history, of selecting the phrase “clash of arms.” Well, it is not a very practical one, but I was pleased with the result. “Clash of arms” was explained briefly to the children and illustrated, and then they attempted to use it in sentences of their own writing, and one boy says: “President Pierce heard the clash of arms in battle, and fainted.” It was right after the election, and that was one of the electioneering stories published in the papers throughout the country, and it shows the way that our children pick up these items through the papers. But whether there may not be objections to permitting pupils to read these papers freely, there are certainly articles in them objectionable. In a few instances I have cut them out—and yet our great editors make up the main part of our reading.

DR. MACINTIRE: The subject of the cultivation in our pupils of the taste and habit of reading, is a very important

one. Good newspapers may do something towards it, but much aside and beyond these is needed. To supply them with suitable reading matter is difficult, but it is more difficult to direct and train them in the proper use of it, so as to form in them the taste and habit of reading and investigation while in school. It is the complaint of all the institutions that those pupils who leave in three, four, and five years, as many of them do, without mastering our language sufficiently to be able to receive instruction from books, many of them, instead of advancing in self-culture, retrograde after they leave. Now, there ought to be provided, in each institution, a way by which this habit and taste for reading should be formed at as early a day as possible. It is true that, ordinarily, our pupils, in three or four years, come to understand only a small part of the colloquial language that is used by speaking and hearing persons, but generally they can, with proper assistance, understand simple reading, and they should be provided with suitable reading, and taught how to read—early habituated to reading, while they are in school, so that if they should be taken away from school by their parents, they would still advance in knowledge, instead of retrograding. This is of the utmost importance, for books are to them the great store-house of knowledge, and we should aim, at as early a day as possible, and by all the means in our power, to cultivate a fondness for them. I have thought a good deal about this, and on inquiring of our former pupils, especially those who had left from the lower grades, many of them had almost ceased reading, except, it might be, a little of the newspapers. While some of them had, from observation and experience, gained in general information, many of them from this cause had forgotten much of what they had learned in school, and actually receded in intellectual and moral culture. I have come to the conclusion, if a pupil does not form the habit of reading good books while he is in the institution, he will not, under ordinary circumstances, be likely to

do it afterwards, and unless he does form the habit, his intellectual advancement will be small indeed.

I will not enlarge upon this, but will, in a few words, explain the course we pursue in the Indiana Institution. We have a library of between three and four thousand volumes. In collecting them, the object has been to get books not only to instruct, but to interest the pupils. The books have been classified, labeled, and arranged in cases, and a full alphabetic catalogue made out and printed, in which is designated the number, name, size, and the position as to case and shelf, of each book, so that any book in the library may be found without delay or trouble, and when returned, can at once be replaced in its proper position. The pupils do not have access to the book-cases, except to those containing books of reference, and such as are not suitable for general circulation. These may be consulted, but not removed from the library. The pupils select their books from the printed catalogue, under the advice and instruction of their respective teachers, who advise them as to the kind of books most profitable for them to read. A time is set apart on Saturday, before the dismissal of the school, to attend to this duty. The teachers are furnished with printed blanks, on which they each designate the books returned by each of the members of their respective classes, and the books selected by each pupil to be taken out. These blanks, with the books returned, are transmitted by one of the pupils to the librarian, who credits the books returned and charges those chosen by the pupils. This is our method of preserving and using the library. We have tried several other plans before, but none of them has been so satisfactory as this. It is simple, easily understood, takes but little time, keeps the library in order, preserves the books from loss or abuse, and it secures to each pupil the kind of book he needs, and the aid and instruction of their respective teachers in the right books to read and in comprehending them.

The assistance of the teachers in the selection of the proper books, and in reading them understandingly, is a very important part of the plan, and, if faithfully attended to, will not fail to interest and profit the members of the class. A half hour, or even an hour, spent by the teacher on Saturday, with his class, on books and reading, can not be more usefully employed. If speaking and hearing children from their infancy receive this aid from their parents and Sabbath-school teachers, how much more do the deaf and dumb need it. Every institution for the deaf and dumb in the country should be supplied with a well-selected library, not inferior to our best Sunday-school libraries, and pains should be taken to interest the pupils in reading them, not merely to amuse, nor only for general information, but to form in them a taste and habit of reading, so that when they leave school, they may have within themselves a means of enjoyment and self-improvement.

DR. PEET: I suppose the principal object of the establishment of these papers at the institutions, whether weekly or monthly, is to give those institutions which have printing presses an opportunity of giving variety to the work which is placed in the hands of the pupils, so that they can have occupation which will be directly beneficial to them in the acquisition of the English language while learning the trade of type-setting. For that reason I very greatly sympathize with the idea of having such newspapers. The sentiments which have been expressed by the paper, seem to me to be very judicious. I would commend them to all the editors of these various newspapers. We have in New York a monthly paper called the "Educator;" and that paper carries out, I think, very closely the ideas which have been expressed in this paper. All the articles are original. We have a record of current events, in which we bring out almost everything of importance which has occurred within the preceding month. It is put in simple language. And

then we have a column of biography; we have a column of science, and we have a column which is devoted to the various points in general information which our pupils would not be apt to get from the ordinary text books of the schools. For instance, one of our teachers is giving, month after month, an account of the monumental history of the world; it has been studied up with great care, and he is expressing it in very simple language; and each one of the teachers has a department which he tries to unfold. The primary object of this paper is not the general public, but our own little public of five hundred pupils. We distribute this paper among them freely, and at the end of the month it is the habit to examine them through the sign language upon the topics presented in this paper, so that they get a great deal of information which is very valuable to read. We try to exclude from this paper everything which could be in the slightest degree objectionable—all personalities, all gossip. If once in a while we have offended, we try not to do it again.

With regard to furnishing books to the pupils, our plan is similar to that which is given by Mr. Mac Intire, with this exception: our catalogue is a written catalogue. We have a fund which gives to our institution three or four hundred dollars a year for a library, and that is expended by the library committee of the board of directors in connection with the librarian. We have also twenty-three memberships, which have been presented to the institution, in the New York Mercantile Library, and we draw twenty-three books every week from that library for our higher pupils. Usually the teacher makes the selection for his class. A teacher having twenty pupils will, from the catalogue, select twenty books, bring them to his class-room, and then all the pupils select from the books which he has selected; and then he does not return a book so long as it is wanted by any member of the class. We endeavor to increase the library

from year to year; and I would offer a suggestion in this connection, which, I think, will be very valuable. We put into our library all the text books which have been written by teachers of the deaf and dumb, for their classes and for the classes of other institutions. We have already adopted Mr. Baker's books; we have also Mr. Jacobs's, Mr. Keep's, Mr. Hutton's, and Mr. Latham's books, and we welcome to our library any book written by any teacher of the deaf and dumb; and I think it would be a grand idea if teachers would feel the importance of this subject enough to write books which they think will be specially adapted to the reading of the deaf and dumb, and have them distributed in the different libraries. I can warn them, though, from a slight personal experience, that they cannot expect the least pecuniary profit, and may sustain pecuniary loss; but with benevolent men that is a matter of no consideration.

DR. THOS. GALLAUDET: I have been very much interested in this subject. I trust the points which have been made in regard to cultivating the minds of the mutes by reading, will be insisted upon. I think we will see things in a new light from year to year. I think I do, though not engaged in the responsible profession of teaching. I think it is important that the pupils read, and then while they are in school they should be questioned. In that way they get the whole gist of the matter. We all know how easy it is to read without retaining ideas. This matter of examining pupils in what they read is certainly very important, and I am sure, in large institutions, particularly those that have printing presses, the matter of the local papers is full of interest. I am not one of those that take exceptions to them. I think they do good in any institution, and so far as they are sent to graduates, if they can afford to pay for them, they will do still more good. I think deaf mutes ought to be encouraged to pay all they can for what they have. Perhaps they fall a little too much into the habit of relying on others, as they

go through the institutions so completely appointed for them and sustained by the legislatures. Perhaps they do not care sufficiently for providing for themselves in this important matter. I am sure that the local paper of the institution is a bond of interest between the institutions and their graduates. Providential circumstances have led me to be interested in a paper which has a fair circulation. I wish it was larger. I don't hold it up as always free from objection. The editor himself is an educated deaf mute. I have often conversed with him, and he knows the difficulties, and is trying to guard against them, as well as those who might criticise the paper. It is no easy matter for a man to get experience in conducting a paper, although we may have these local papers. I see no opposition between them and the one to which I have referred. If those who are interested in deaf mutes would occasionally remember it, and if they see any thing in it objectionable, send a friendly letter to the editor, suggesting that kind of matter be left out, I know him well enough to say that he will gladly welcome it. I would like very much to see it established as a weekly organ for the deaf mutes of our country. We have the *Annals* for the higher grade of literature; this is right, and I am sure it has done good. I refer to the paper known in most of the institutions as the *Deaf Mute's Journal*. It is published in Mexico, New York, and its circulation is not yet large enough to pay all its expenses. I hope that from the institutions occasional articles may be sent to this paper, and encouragement given to it. The subscription price is very small for the year. It comes out weekly. It seems to me, if it was taken in hand with a little more interest, it might be raised up to a place in which it would be an instrument for good in cultivating a taste for reading among our deaf mute brethren.

DR. CHAPIN: I would like to ask the last speaker, in reference to the paper to which he has just alluded, whether any matter that goes into that paper comes under the eye, in any

way, of any excepting a mute editor. I am not acquainted altogether with the paper.

DR. THOMAS GALLAUDET: I do not think I can say that it does always. I hardly think it does.

DR. CHAPIN: I asked the question because, with reference to some troubles through which we are passing in Wisconsin, we are very much tried by what has appeared, I think it is in the last two numbers of the paper. But I will refer to the matter no further at present, than simply to say that it seems to me that there should be very great care taken whenever matters pertaining to the internal workings of deaf mute institutions may come up; that facts should be stated accurately, and that the columns should not be left open to any and every accuser who may see fit to put his communication into the hands of the editor. It was a subject that was on my mind. I am not, from my own observation, familiar with the papers which are issued from these institutions. I have seen only a few of them, and the one to which allusion has been made only in two or three instances, in which I thought that mischief rather than good might follow.

It seems to me that it is for the interest of the mutes who are out of the institutions, as well as in them, that in cases of this sort, however other portions of the press may take liberties, they should be extremely careful. In two instances I have known some things which have got into these papers which, I think without intention, put embarrassment upon matters and things which they should not have meddled with.

DR. THOMAS GALLAUDET: I made the remarks expecting something of this kind would be said, and I am very glad the remark has been made. A report of this kind coming from the Convention I have no doubt would be acted on. I should be glad to advise the young man. He wants to do right. If he can only get these ideas, I think he will have

a better paper; and I am very much obliged to you for saying what you have done.

A. G. DRAPER, of Washington (read by E. M. GALLAUDET): My observation is, that deaf-mute papers are too apt to become the vehicles of useless and mischievous personalities, unless they are faithfully supervised by principals or others. A further objection to them I think is their tendency to consist largely of matters concerning the mutes themselves alone. If they can be freed from these faults, can be kept unexceptionable in tone, devoted more to the work of educating mutes as citizens of the world, and less to matters within the narrow sphere of "deaf-mutedom," then I see nothing but good in them; for they necessitate the increased use of idiomatic English, they teach one of the best and most important trades, and not seldom they inspire the more intelligent students with the zeal to write and the taste to edit, which may afterwards tell in the progress not only of the mutes themselves, but of society at large.

THE CHAIRMAN (E. M. GALLAUDET in the chair): The Convention will now proceed to the discussion of the importance of imparting religious instruction without inducing sectarian bias. The discussion will be opened by Dr. I. L. PEET, of New York.

DR. PEET: Mr. President, Ladies and Gentlemen—It is generally understood, I suppose, that where all classes of the community contribute towards the support of a school, that school should not give direct instruction in regard to matters concerning which there is great variation of opinion; and sectarianism in religion and politics is eschewed as a matter of comity generally, and in many cases as a matter of law. In an institution, in an ordinary day school, it is certainly very possible to give the elements of education to a hearing child, teaching him to read and write and make arithmetical calculations, and introducing him to a knowledge of geography, history, and the more important principles of

science, without giving any special attention to matters of religion. That is generally left to the pastor and the Sabbath-school teacher and the parent at home. But in boarding-schools, where the parents send their children especially to be educated, it is generally understood that they will select some school which represents their own religious belief, because the religion there imparted will probably coincide with that in which they believe. So that where the school is supported by the parent, the parent has great latitude of choice. Now it becomes an interesting question whether or not religion is best taught in the form of sectarianism, or in such a form that certain principles of religion can be combined, which shall form alike the foundation of the various Christian churches in the land. If the State establishes a number of schools for the deaf and dumb, or for the blind, and gives to each sect in the community the privilege, if it may be so called, of instructing all the deaf-mutes or blind who are of that faith, the sectarian idea of imparting religious instruction could be thoroughly and easily carried out, and this would conform to the wishes of a large portion of the community who have the conviction that the only way in which religion can be taught properly and fully is to teach all that a teacher believes in connection with it; that everything is so interlinked that if one part is left out there will be a general looseness of faith and of principles of conduct. As a matter of fact, the State Government did not make such provision, and for one, I do not think that it is necessary; for I believe, and I have no doubt that very many here believe also, that there are certain fundamental points in which all Christians can agree, in which they can fully sympathize, and for which they respect each other; and they can go hand in hand and heart beating with heart towards the kingdom of heaven. And those fundamental beliefs, so far as Christians are concerned, are, first: That the law given on Mount Sinai, through Moses, is a law

which no man can keep without being better for this world and for the next ; that the summary of the law given by our divine Saviour, "Thou shalt love the Lord thy God with all thy heart, with all thy soul, and with all thy strength, and thy neighbor as thyself," combines the great principles which make men good, happy, and useful ; and that further, man being a sinner, and being in one sense without the means of making up for his past delinquencies and shortcomings in duty, has through the Saviour an opportunity and ground of pardon and reconciliation with God ; and that by repentance of sin and faith in this Saviour he may hope for forgiveness and salvation ; and further, that if he prays to his Father in Heaven in faith, he will receive divine influence—you may call it the influence of the Holy Spirit, or you may call it by any word which expresses the same idea—and he may hope to gain strength, to gain intelligence and correct mental and moral views, so that he can be sustained under all the trials and circumstances and temptations in life. These are fundamental beliefs—they are vital—and whatever else may be taught, these must necessarily be taught, no matter what the sect. These principles are what give life, and we cannot afford not to teach them in our institutions, for our pupils come to us without any knowledge of God, of their relations to each other, and of moral principles—without, in fact, any enlightenment of the conscience, often, it would seem, with a perverted conscience ; for the light which they have before education is in many cases almost sure to lead them astray, being a sort of natural instinct which, while it may lead to gratitude for indulgence, however unwise, often leads to revenge for restriction, restraint, or compulsion, however important. Unexplained, treatment which is, in fact, right and even necessary, seems to them unjust in the extreme, and this feeling has sometimes led to the direst consequences, the deaf-mute having no doubt all the while that his conduct, which seemed so

terrible to others, was not only justifiable, but obligatory. Here, then, there is a most important field for an institution for the deaf and dumb, a reason for existence, even if there were no other, and one which makes it the duty of the State to sustain it.

When we go to the Legislature and ask for appropriations, we do not put it as a matter of benevolence, we do not even put it as a matter of justice—saying, “The hearing child is educated, therefore the deaf mute child should be educated; be just to one as well as the other”—but we put it in the light of self-preservation, and we say, “You have no right to expose the intelligent portion of the community to the dangers which come from the existence in our midst of a large, irresponsible class of human beings. You must, for your own sake, educate them, and you must educate them religiously.” This, then, becomes the fundamental work of the institutions for the deaf and dumb; and as I have said, you can take these principles of education and apply them without giving offense to any sect or party in religion, and if you teach the right thing in the right way, you can say to the Presbyterian, or to the Baptist, or to the Congregationalist or the Roman Catholic, “Is there anything that we teach that you do not believe? Are we wrong in this matter?” with the certainty that not one of them would say that they differ from us, so far as we go. Then we never tell one of our pupils which form of religion is best. We follow out the views of the parents in this particular, and we try to make them what the parents desire. In our own institution there are a very great number of representatives of the various religious bodies, and I have placed myself in relation to the parents of the pupils to such a degree that we have been in the habit of ascertaining the religious views of every parent, in our institution. A Jew brought his child to the institution not long since, and he said to me that he did not want that child to become a Christian; that he

wanted him to be left untrammelled in regard to his religious belief, in the hope that he would follow out the views of his parents in that respect. It was a matter of conscience with me, almost, to carry out the principles which have been laid down as non-sectarian, and if I teach this child Christianity, why I teach him that his father's faith is false and wrong. I told the father that I did not think it would make very much difference during his first two or three years, and if he desired, so long as this child remains in the institution I would excuse him from the ordinary instruction in the New Testament, which is received by the other pupils, and I would allow him to go home on Sabbath days (he lives in town) and leave him to influence the religious belief of his child, as I had not the slightest desire to control him. In regard to others I have not any anxiety. My pupils all come to me with a feeling that I respect the religious views of their parents. A number of our pupils go to mass in the Roman Catholic church, a number are connected as members with Dr. Gallaudet's church, and go to the Episcopal communion; others are connected with the Presbyterian church, and they go to communion there; and I stand ready as a teacher to advance their views in regard to all these matters, feeling that it does not make one particle of difference what church they belong to, provided they have the vital principles of truth and morality, which lie at the bottom of all religion. I will mention one little circumstance which to me was of very touching interest: A Roman Catholic priest in our neighborhood sent for one of our pupils, a young girl, to train her for confirmation. He wanted her out for a month, so that she might learn the catechism of the church previous to confirmation. I sent word to him that if he would allow me I would teach the catechism to the girl. I was not afraid to do it. I felt that the girl would be just as much a Christian as if she had the catechism of any other body. She was grounded in the true faith, and

in that true faith that priest agreed perfectly with me, and he felt very grateful to me, and the parents of the child felt very grateful to me, and they accepted the offer. Now I think this, that we have the opportunity for a certain latitude in our relations to parents, so far as theological distinctions are concerned, and for a certain sympathy with them as Christians of different denominations, and for a certain co-operation with them in the way of fitting their children for a moral and religious life, such as few teachers enjoy. My own convictions are very strong in this matter, and yet it may be that discussion will show that some other views are the right ones.

MR B. TALBOT: Mr. President, I would not rise to speak now, having expressed my sentiments at the Belleville Convention, were it not that the reporter on that occasion omitted my remarks entirely. I simply say that in the Iowa Institution I have always endeavored to be catholic rather than sectarian, and I have always succeeded in having the good will of ministers and members of all denominations, including the Roman Catholics. While our school was at Iowa City, on several occasions parents, especially Irish, brought their children to the school, and were a little disturbed because I was a minister of the Presbyterian Church at that time, and before they would consent to leave the children they went to the Catholic priest to know if it was safe and right to put their children into that school under a Presbyterian minister. To his honor I will say that he always told them to put their children in the school, and never lifted a finger against any child being brought there to be educated. At that time, our children of the Roman Catholic faith used sometimes to go to the Catholic service, but as a rule they did not care to go. The only trouble I ever experienced in regard to this matter of religious faith, was in a case similar to the one related by the head of the New York Institution, in which the parent was a Jew. The father of the boy brought

to school was very anxious that his child should grow up a Hebrew in the faith of his fathers, and he stipulated that the child should not receive instruction from the books of the New Testament. He was willing that he should have the Old Testament scriptures, and he made no objection to his attending our chapel services; but he did not wish him to have the New Testament to read and to study, understanding that it was a text-book in the school. I told his father if that was his wish, and was also the boy's wish, he would be permitted to have a different lesson. In our institution, at that time, as in most of the institutions, the instruction of the pupils in the earlier years was not from the Bible, but from Dr. Peet's Scripture Lessons. Of course, the narrative there is mostly from the Old Testament. When the class to which this boy belonged began to take lessons from the Bible, I told him of his father's wish, and left it to himself. He preferred not to take a separate lesson from the class; preferred to take his lesson in the New Testament with them. He was permitted to do so, and his father never made any further trouble about the matter. I think that in all our schools a judicious and catholic presentation of what we wish to do in the matter of religious instruction, will almost always be acceptable to any reasonable person. In our State perhaps there will never be any difficulty, unless it is from those who are haters of all truth. I fear, at times, that it may occur; that there will be a cry against teaching the Bible, teaching any thing from the Bible. In that case, of course those who have charge of the school, if they are christian men, must stand up for the christian truth; if necessary, they must leave their places, rather than defer to any such demands; but I should hope that that might never occur.

DR. MAC INTIRE: I know the Convention would be delighted to hear from Dr. Thomas Gallaudet upon this subject. It is a subject that he has thought more of and upon, and been

more connected with than any other member of the Convention.

DR. THOMAS GALLAUDET: I had not thought of speaking on this subject, though it seems to me that the views that have been expressed are, in the main, those which are practicable, and only practicable in the present condition of things. I have, of course, very deep convictions, and would propose something for the deaf and dumb which some would think to be an entire revolution. My faith is that Christians will come together by and by in organic unity, and then the way will open for something which we must dispense with for the present. I would have the positive institutions of the whole gospel system recognized and acted upon; but I touch upon a delicate question, and I will not press it. In the present condition of things, all that we can do is to take the course that is generally indicated by our friend Dr. Peet, of the New York Institution. It requires judicious treatment, time, and frank conversation, but I think where these things are studied in the right spirit, that there will be found practically very little opposition. If our deaf mute pupils can be led along, step by step, in all these elementary ideas, I believe they will be able, when they leave school, to make their selection and join such religious bodies as they may prefer. We all have our honest convictions with regard to these matters. Of course I should be glad if we could lead our deaf mute pupils, as they come of age, to form the habit of devoutly receiving what our Savior himself has instituted, the Holy Communion. Year after year, I see more clearly the importance of the positive institutions of the gospel system, not relying as much as some have been inclined to upon mere feeling and sentiment, as upon downright humble and sincere obedience to the great Savior of the world, and I think our pupils might be kindly told by their teachers that, under the existing condition of things, it is not practicable to introduce any religious organization into the institutions,

but that it is very important for them, as soon as they reach their homes and begin to take their position in life, to become active members of some religious body. In this respect, of course, I have my own decided preference, and I believe in exercising it, though I think more and more of the sympathy, and kindness, and good-will of my brethren. Providential circumstances have led me to take quite a positive position in the church work among deaf mutes. I have acted according to the dictates of my conscience. The older I grow, the more I realize the delicacy of the whole question; and yet I would have all christian people try to understand more and more the great necessity of an humble, sincere obedience to the positive institutions of the Savior, not questioning them in a philosophical spirit, but content to take them as involved in mystery; content to do, so far as they know how, just what the great Master and Teacher has told them to do, and then, after a few fleeting years, they will know more by and by about the grand results. I think if our pupils can be led to take these practical views, they will be ready, as they leave our institutions, to assume their positions at once as active christian men and women, forming the habit of going to some place of public worship on the Lord's day, not content with staying at home and saying a private prayer and reading a portion of the Scriptures, however good that may be, but going up with the hearing and speaking brethren to the courts of the Lord, and be recognized there as christian men and women of the community in which they live. I fear that some of our deaf mute friends have made a mistake in this respect. They have been too retiring. I know the difficulties that surround their condition. They need a little more "push," if we may use a common expression, in the way of personal communication with clergymen, and of taking at once their position as members of some religious body.

I don't think it is my place, here in this Convention, to go any further than this. I did feel, however, that these are

general views in which, after mature reflection, we can all unite. If the great Savior has seen fit to direct those who look up to Him with faith to do certain things, however simple they may seem in themselves, and though some may say that we can have the spirit of religion without them, I feel, for one, it is very dangerous to explain them away. So far as we can do it in the right spirit, without attempting to indicate the religious bodies to which they shall go, I think the idea should be impressed upon our pupils that it is a very solemn duty, a very great privilege to be members of the Christian church, and to go up to public worship to take their part in the work which is to be done, if the world is to be evangelized; to give some of their means, to make some self-sacrifice, to practice some self-denial; to form some habits of systematic giving, and to go on to do all they can to give the world the light which has been shed into their originally dark and ignorant minds in the good providence of the great Father of all light.

MR. HAMMOND: It would be most proper for any body having anything to say in discussion here, to bring forward original matter. I may be pardoned for referring to something that was said at the last Convention, and reading a few words from one or two members who spoke upon this same point; and first I will call attention to a little that Dr. Lord said:

"Dr. A. D. Lord said that while he had no objection to the views of the speakers on this point, he would submit, as an instructor, when the necessity arose for anything of this kind, that these questions in regard to doctrines be avoided. But suppose an instance similar to his own, where he had twenty-five Roman Catholic pupils out of one hundred young persons. Suppose a question was asked on such a point, he (Dr. Lord) referred to one of his older pupils to give his statement, and if he thought there were words the younger pupils did not understand, he explained them. He could

understand their difference, and if they did come up, he would say, Protestants believed so-and-so, and Roman Catholics believed so-and-so. He would not make any rule; they must judge for themselves; he only tried to give a fair statement of each. If a pupil should come to him with a question, as occasionally happened, he took the same course. He did not shut him up, but endeavored to teach him fairly and give him both sides. He had known several instances in which the parents or friends of pupils went to visit the priest to ascertain if it was safe to send their children to the institution, and they had been told it was. By pursuing this fair, open course he had secured the confidence of pupils, and by treating the opinions of all with respect had prevented the occurrence of unkind and heated discussions of controverted points among themselves.

"E. M. Gallaudet did not wish to prolong the discussion. He considered it important to teach and uphold an unsectarian spirit in our institutions. He considered that *sect* and *religion* were two very different things. He would urge the child of Presbyterians to follow the belief of its parents; he would advise the child of Baptist parents to do the same; and the same with those of Methodists, and similarly with all the sects and denominations of those who call themselves Christians. He (Dr. Gallaudet), if he knew his rights in the Christian world, belonged, in a certain sense, to every Christian denomination. Were he in a place where only the Roman Catholic church existed, there would he present himself, demanding to be allowed Christian fellowship and its comforts and consolations; and if he were denied them, the responsibility would not rest with himself. He had followed the course with students and pupils of advising them to unite with the church of their fathers, and in so doing to rise above sectarianism, recognizing all men as Christians who claimed to recognize Christ as their Savior.

"Dr. P. G. Gillett did not think that was a point they

need have any fear about. He did not understand that their relations with the public were such that they were not to state their convictions. He (Dr. Gillett) did not propose to cover his up. He proposed to teach his pupils that "in every nation, he that feareth God and worketh righteousness is accepted of Him." He wished himself understood to say that he considered himself largely a failure when he sent his pupils forth without a moral and religious character, and he wanted his pupils, so far as they could conscientiously, to be members of the same church that their parents and families belonged to. The ministers of the various denominations were frequently visiting his institution, and he was glad to take them all in. They (the ministers) wanted to save souls, and he (Dr. Gillett) wanted the souls of his pupils saved.

MR. PALMER: I cordially agree with all that has been said this afternoon. In addition to imparting the fundamental principles of religion, I think we should teach every pupil to respect the religion of his parents, and in order to do this, I know of no better plan than the plan we have endeavored to adopt. It is this: At the commencement of each term we take a list of the religious denominations to which the parents of the several pupils belong. We then invite the ministers representing the several churches in the city to visit them monthly. Friday afternoon is generally selected. I give them an hour after the chapel exercise is over, and they can address the pupils whose parents attend their respective churches. One of the teachers interprets in the sign language what they wish to communicate to the pupils. In that way we make the pupils feel that although they are deaf mutes, they are not neglected by the pastor of the church which they attend at home. You have no idea of the effect of this. It is shown in the letters to their parents. It gives them a home feeling while in the institution; and I find that several of our ministers enter

heartily into this work, and in fact the English clergyman there has become so much interested in it, that, although an old man, he has learned the alphabet, and is endeavoring to learn the signs, and conducts his own catechetical exercises for the pupils belonging to his church. With the Catholic pupils we have had no trouble whatever since we complied with the reasonable request made by the Archbishop. We have thirty or forty pupils. A teacher was appointed who is a member of the Catholic church, who superintends their religious instruction, takes his place in chapel, opens and closes when there, as any other teacher does, reads the Lord's Prayer, presides at the table and asks a blessing. In that way we teach them to respect the religion of their parents, and we have had no difficulty, and I hope, sir, that the time will soon come when we will find that all of our institutions will pursue this plan, and not simply invite ministers, when they chance to visit the institution, to talk to the pupils, but invite them to visit the institution regularly, and let them feel that though they are away from their pastors at home, that they have pastors who will visit them in the institution. I have known a number of instances where the pastors at home have requested resident ministers to visit the pupils. This is the plan we pursue, and I think it does a great deal towards keeping down anything like sectarian feeling in our institution.

DR. CHAPIN: I would like, in this connection, simply to bear testimony as to the result of the interest taken in these institutions. An illustration of the fact has been given by the testimony from several of the principals. I believe that it is, I think, I may say universally the rule, that the religious instruction given in these institutions is given in a way not to induce sectarian bias, and that it will be more and more the design of christian men so to do; and I think more and more the tendency is in that direction in the pulpits of our separate denominations. I welcome it as a sign

of the coming of that thing indicated by Dr. Gallaudet. How it will appear in its coming I cannot tell, and as I were listening to these remarks I had brought to my own recollection an incident which was one of the most interesting in my experience. While a teacher thirty-five years ago in New York, two of the pupils who had graduated from the institution, a sister of whom was in my class and with whom I was brought into very pleasant relations, came to me requesting that I would introduce them to the session of the Presbyterian church, to which I then belonged, with a view to their joining the church. Their parents were not communicants in any church, holding, I think, rather Universalist views. I asked: Is this accordant with the views of your parents? I saw those parents. They said: by all means we would have them go into church fellowship. I went with them before the session, and that session spent nearly three hours one evening in the examination of those two young ladies. They began, asking me to act as interpreter. I said: "You will be much better satisfied if you will write your questions and let them write the answers." It was a body of remarkably intelligent men, many of them educated men, men who understood the gospel very thoroughly, and they were charmed with those answers: I said: "I doubt whether you will find anything very distinctly Presbyterian. You may ask them questions in that line if you wish. They said they did not care to do so; but they looked over those papers and found a clear, intelligent presentation in the peculiar naive style of mutes well educated, which charmed them so that they took those papers and put three columns of them into the New York Observer, as a specimen of what mutes in the institution learned of religion. Well, I think there is not one christian soul here but would have found his views respected in those answers to the questions, and clearly and beautifully expressed.

I am gratified here, to-day, to find that this is the spirit which

prevades all these institutions. I feel, however, like seconding the thought with which Dr. Gallaudet closed, and I think I may ask christians generally to look after our mute friends when they leave our institutions, and open the doors of our several christian churches that they may come into spiritual relations to the church of Christ, and feel that they are one with all who love the Lord Jesus Christ.

A collection was taken up for the benefit of the sufferers from yellow fever in New Orleans, amounting to \$55.87.

Mr. Eddy moved that the amount collected be, by the Secretary, forwarded to the appropriate authorities in the city of New Orleans as a contribution from this Convention for the benefit of the poor who are suffering in consequence of the prevailing sickness.

Carried.

Adjourned to Tuesday morning at 9:30.

FOURTH DAY.

Tuesday, August 20, 1878.

The President called the Convention to order at 9:30 A.M.

Mr. McClure, of Nebraska, opened the exercises with prayer, which was interpreted by Dr. Gallaudet.

THE PRESIDENT: Our Business Committee has presented a programme of business for the day, though it is not binding. The presiding officer will follow the programme, unless otherwise directed by the house. The next business will be the reading of the minutes of yesterday.

The Secretary read the minutes, and they were approved.

Invitations were read to visit the Hospital for the Insane and the Western Union Telegraph Office.

Mr. Mac Intire moved to accept the invitations, with the thanks of the Convention to those who have given them.

Mr. E. A. Fay, of Washington, from the Committee on Enrollment, reported additional arrivals of delegates.

Mr. G. O. Fay, of Ohio, from the Committee on Invitations, reported the names of persons invited to sit as honorary members.

A paper, by Miss L. A. Sheridan, of Indiana, on some of the embarrassments of our work and possible remedies, was read by the Secretary, Mr. Hammond.

SOME EMBARRASSMENTS OF OUR WORK AND POSSIBLE REMEDIES.

BY LAURA A. SHERIDAN.

In choosing so comprehensive a subject—one so important that only the best talent in the profession could do justice to it, and so extended in the ground it covers that any one paper must necessarily be incomplete, although of the most succinct and condensed character—we may be considered guilty of undue forwardness and self-esteem. But we believe that the distinguished minds who have been toiling for years in the field of deaf-mute instruction will be cheered rather than otherwise to see a faint effort at sympathetic thought in the lower ranks, however imperfect that thinking may be, and to know that the same great questions that tax the powers of their own brains, as they seek in vain for a perfectly satisfactory solution, are revolving in ceaseless motion in every earnest mind in the work.

We wish in this paper to speak only of such embarrassments of our work as can be treated of under the following heads:

- I. Defective instruction.
- II. Insufficient instruction.
- III. Deleterious surroundings while receiving instruction, dwelling more particularly upon the last, as it is one of the

three which has presented itself most strongly to our judgment as a cause of embarrassment.

In defective instruction, the fault must lie in the method, in the text-book, or in the teacher.

As to our method of instruction, we have not several to choose from, and, although often painfully disappointed at the way it seems to defeat its own ends, and probably as fully alive as others to its imperfections, we will not here join further in the outcry and criticism against it, but wait hopefully for the invention of a superior one, while we consider the possibilities of doing better work with the one that we have.

The use of improper text-books, especially for beginners, is also a great evil, and one which will ever be fruitful for discussion ; but it is a question which has been so happily adjusted in the Indiana Institution, by the publication of Dr. Latham's First Lessons and Primary Reader as to have forced itself too slightly upon our thoughts to warrant any further remarks upon it on our part.

But defectiveness on the part of the teacher is a more serious evil, and one which should not be tolerated in this land of such general intelligence that skilled labor can be obtained for any work by paying enough for it. It is said that, in the early days of deaf-mute instruction, only the best minds and the broadest and deepest culture were brought to the work, and that this accounts for the greater success then attained. We do not doubt it. There cannot be too much brain put into the work of teaching the deaf. How often have we, when beset by the difficulties and intricate perplexities of the school-room, looked at our imperfect work, almost in despair, and mentally cried out: "Oh, for more brain; for higher altitude in mind; for longer range of mental vision; for quicker and clearer perceptions; for deeper insight into the whys and wherefores of the many forms of life; for greater analytical powers to grasp the primary causes of the discouraging effects seen; and, above

all, for greater fertility of resources within ourselves to devise ways and means for defeating or bringing to pass!" We once heard a talented minister of the gospel say: "The time will come when it will take more brains to make a school teacher than a congressman or statesman; when wise men will search for the best intellectual and moral force that can be found to put in the school-houses." Shall we then retrograde in the character of the talent we employ for the more difficult work of instruction in schools for the deaf? What weakness! What blindness! What insanity! If brain is needed by the teacher, where is it needed more than by the teacher of deaf-mutes? He who must unravel the twisted skein of so many difficulties and perplexities unknown to other teachers; he who must remedy evils by understanding causes that have their being away down in the seat of life; in the laws that control body, mind, and soul, whether of a direct or reflex character; he who must touch the secret springs of a soul, even before *God* can touch them, and teach it what God means when He speaks to it.

And it seems but a truism to say that not only is character and talent needed by the teacher, but a knowledge of *what* and *how* he is to teach. We believe that the question of a training school for teachers is one destined to be vigorously discussed until it becomes a well-organized reality. Those who claim that the wits and interests of the new teacher will lead him to seek eagerly for the necessary knowledge from the experience around him, when there are no strict requirements as to the quantity of time he shall spend in this work, do so in the face of the fact that this question of a training school has begun to appeal strongly to some minds *because* this method of acquainting new teachers with the character of their work has not proved satisfactory. The child who is placed in the hands of an inexperienced teacher, with no knowledge of signs or the peculiarities of deaf mutes—not to be taught, but to be *experimented* upon—is

treated with great injustice; and, if a new pupil, often receives such blundering and imperfect instruction as unfavorably affects his whole after school-life. It seems to us that if experienced teaching is needed anywhere most, it is in the first two or three years of instruction. These are the only years wholly devoted to the acquisition of language—the most important and the most difficult point in the intellectual training of deaf mutes, and the one in which there are the most frequent and mortifying failures. If a good solid foundation is not laid here there will be halting and stumbling ever after, as is always the case where first principles are not understood. And the deaf teacher, whose comprehension of human nature and psychological truths in general must usually be more or less narrow because of his isolation, needs a training school to bring him more in direct contact with the widening and elevating influence of superior minds and characters brought to bear directly upon the work of his instruction.

In dealing with the point of insufficient instruction, as one great reason why the majority of our pupils leave us so sadly deficient in intellectual scope and the high moral qualities that make up noble character, we assert that, in many more cases than we dream of, the reason why a deaf mute is found ignorant of any fact or principle is because he has not been *told* that fact, or made familiar with that principle by repeated instruction; and that in no case is it because he is not susceptible to the same influences that mould the mind and character of others. In learning mind always obeys the same laws; but the deaf mute's is harder to get at, and hence remains longer in its childhood. The disgust of the raw teacher often finds vent in the vigorous mental assertion that the minds of his pupils are just like sieves when you pour water into them. And yet in the quality of his instruction he is often as absurd as if he were to talk ideas to a little child just beginning to lisp the sweet

nothings of baby-talk caught up from the lips of others. Yet it is by having ideas talked to it day in and day out, week in and week out, year in and year out, that the child *learns*, and finally comes to have ideas of its own, yet never assimilating anything from instruction wholly out of the range of its comprehension. We too often address our pupils as we should others of their age whose ideas have been gathering breadth and strength all the way from the cradle—who have been fed through the ear *repeatedly* from a thousand sources closed to the deaf child—and then we wonder in weariness and discouragement why they do not remember what is told them. In his lowest state the deaf mute is simply an *untaught* man, an undeveloped soul, a being created in the image of God, whose intelligence has not been trained to harmonious expression, whose soul vibrates mostly to the chords of sense, because those in the realm of spirit are too fine for his coarse touch and untaught perceptions. He only awaits the long continued guidance of the master-hand to enter into his inheritance of perfect manhood. To do this he must learn much more. More instruction, both of an intellectual and moral kind, is a necessity, if we would attain our end.

In considering this subject, it may be well to compare the time spent by deaf mutes in school with that allowed to other wards of the State. In our public schools the average number of the years of school life is, we believe, about eight; how many of our institutions give so long a term to *all* of its pupils? High schools are now maintained in all our larger towns and cities; it is well known that many of our institutions are without such a course of study. In many States there is a university, supported by the State, and open to both sexes; the National College provides a collegiate education for but one sex. It seems, then, that the legal claim of deaf mutes, as children of the State, is not always met in regard to the *time* they spend in the school-

room. But is not their real claim a claim to the same *amount* of education that the State provides for others? Can any other interpretation of our school laws interpret their spirit? No. Then, believing this, should we leave any stone unturned until everything possible has been done to elevate the average deaf mute graduate to the level of the average hearing graduate? This is our goal—none other is right. We believe that this end can be greatly approximated to by the introduction of the kindergarten into all of our institutions; by a universal lengthening of the regular course until it gives all ten years of study; by more careful grading, in conjunction with the division of pupils into smaller classes, and by such a readjustment of the hours of labor and of study as will give constant increase to the hours of study as the pupil grows in years and understanding, until all the time is given to study that will be consistent with health. If it will take more money to do this, that should not weigh against the lofty claim of mind and soul. The burden the State must carry can bear no comparison with the burden the deaf may never lay down. As an eminent member of our profession has said: "After we have done the very best for them that we can, they must still lead shadowed lives."

But there is another question that towers above this of insufficient instruction except where it is correlative with it. It is the question which it seems to us must have appealed to every faithful, conscientious teacher as the *supreme* question in the embarrassment of our work—a question which involves character more than culture. Have we not all been frequently more discouraged by the deleterious influences that surround our pupils than by the difficulties proceeding from our awkward and imperfect method of instruction? While the provisions made for their intellectual training seems so far below what it ought to be, is it not better than the provisions made for their moral training—

the training which leads to uprightness of character, love of truth, and nobility of soul? Now let us look at the hard facts just as they are.

What are the environments of the young souls who spend from five to ten of the most impressible years of their lives within our largest institutions, where from 250 to 500 pupils are herded together, good, bad, and indifferent, like so many sheep, eating, sleeping, and playing, studying, writing, and talking, in a *crowd*? What is the character of the prevailing influence brought to bear upon each? When an innocent, eager, susceptible little child comes to school for the first time, whose influence does it feel first? Who does most to mould the future character—teacher or associates? *Let experience answer.* Are his rights so respected in this miscellaneous crowd as to foster within him a great regard for the demands of justice? Are his little childish grievances met anywhere by a sympathy sincere and wise enough to soothe and satisfy, and thus prevent the inevitable hardening of the young and tender sensibilities, which always takes place when the out-reaching for sympathy is met by ridicule or cold indifference? Is the training of his imperfect moral sense helped on or retarded by seeing the teachings of the chapel and school-room daily violated by the older and wiser pupils around him? Can the influence of the few in whose life he has no part outweigh, or even balance, the influence of the many who are constantly jostling against him, and permeating the very air he breathes with the influence of their personality? Can abstract truths and lofty ideals fire his ambition to endeavor when the reward lies beyond the ken of his understanding, and the examples he is incited to follow lie without the horizon of his own life? No! the laws that govern social life and moral improvement elsewhere control here. With few exceptions, we are all what those around us make us. If some seem different, it is because some prior or hidden force has proved stronger than those visible.

Now, how shall we order social life in our institutions so that the predominant influence shall be elevating? We believe that there is no harder question before us as teachers for solution. Our part of the work is more of an instructive and preventive character than of a corrective. *Only Christ can correct the evil in human nature.* The latter comes to us in all its pristine power and transparency, and the indiscriminating and unreflecting mind may often ascribe to viciousness what is merely the result of ignorance of any cause to conceal. But this very unconsciousness of principles current in the world, this very simplicity and flexibility of character, this very credulity and impressibility which causes our pupils to bend and sway before the force of each other's influence, is our strongest ground for hope that when a greater influence of the right kind is brought to bear the very best results may be seen. We feel that there must be more character of a firm, stable, and worthy kind given our graduates, or the black and mournful line of *failure* be written across our work.

It is the one subject that has lain heavily on heart and brain ever since we entered a school-room for deaf mutes. But we see the red and glowing line of hope written in the sky of the present generation. It has been said that the world is waking up to the presence of childhood, and *that* means, to the superiority of soul over the material. Men are beginning to see that the fate of succeeding generations lies within the tiny hands of plastic, innocent, sensitive childhood; that the care of young souls is of more importance than the care of nations. The teacher who speaks harshly and unreflectingly, who fails to study human nature continually and assiduously, is driven from the desk. The mother whose love comprehends only the temporal wants of her child, who does not apply herself to its training with fear and trembling, as in the presence of all possibilities for good or evil, is considered unconscious of the import of her

great mission. So the world that is recognizing more and more the great superiority of the realm of spirit over the realm of sense will come to recognize the claim of deaf mutes to all possible aid in intellectual and spiritual development. Undeveloped souls, as well as undeveloped minds, are put into our hands for training, and we despair of anything like success until every teacher and officer regards this training as *missionary work*, calling for the most unselfish labor, and until the congregated method of boarding our pupils is abolished for some plan that will be more like home in its surroundings and influence. There can be no real home without the mother love; but there may be much greater approximation to it than we now obtain, if there is a willingness to incur the necessary trouble and expense. The establishment of the kindergarten, and the introduction of the cottage system, recommend themselves to us as two great steps in this direction.

But it must be evident to every thinking mind that the plan would end in failure were not the proper kind of persons employed to carry it out. Women of large hearts, deep sympathies, unselfish dispositions, Christian patience, superior intelligence, and high-minded principle for matrons—women hard to find in great numbers, and secured only by good pay—teachers similarly endowed, with the addition of the training necessary for their peculiar features of the work. The kindergarten is surely needed to lengthen the school term, to bring the young minds earlier under mental training, and thus utilize the years now wasted, and to begin earlier the fostering of those moral sentiments which habit, and often the mistaken indulgence of parents, make a more difficult task each succeeding year.

And the system which would gather our pupils into homes according to age, sex, knowledge, and character; which would provide for a regulation of the hours of labor, play, and study; that would not impose upon the younger pupils the confine-

ment adapted only to the older; which would make more possible measures both reformatory and preventive in their character, by a separation of the vicious from the well-meaning; which would give to every pupil one spot where a more interested ear would listen to the recital of grievances, because in an atmosphere more like home, while a wisdom greater than that of classmate would be ready to correct the mistakes of the imperfect judgment, so ready to fly from one extreme to the other; which would secure something like congenial companionship for all, and supply, in a measure, that need of the older pupils springing from the feeling that causes us to separate ourselves more and more from the crowd as we rise in the intellectual and spiritual line of our nature, and which would exchange the restrictions and surveillance necessary where both sexes are congregated in large institutions for the milder government and merely nominal inspection of the cottage, thus fostering habits of self-reliance, and giving more opportunity for the development of a noble ambition to do right simply because it is right—surely such a system recommends itself to all. There could be nothing more fatal to the formation of self-respect, of high notions of honor, of integrity of character, than the present system of surveillance on the part of officers and teachers, which the presence of a few weak or untrusty pupils makes necessary; and it seems to us one of the very strongest reasons, if not the strongest, why the congregated system should be abolished.

But it is not within the province of this article or of the writer's ability to discuss any further the plan of the system we so earnestly advocate. We close with the hope that the depth of our conviction may atone somewhat for the imperfections displayed in what we have written.

A paper entitled "The Relations of Deaf Mutes to the Hearing World," was read by L. Eddy, of Kentucky:

THE RELATIONS OF DEAF MUTES TO THE HEARING WORLD.

BY L. EDDY, M.A.

In the July number of the *Annals* of 1876 is an article by the Rev. S. Smith, A.K.C., of London, entitled "The Silent Community," first published in the *British Quiver*, and then, with some changes, in the *Annals*, as a reply to an article by President E. M. Gallaudet.

Into the controversy, so far as it is one, I have no desire to enter, but to express some thoughts suggested anew by it—thoughts not new, probably, to any one having considerable experience in teaching the deaf and dumb, but which I do not remember to have seen in print.

Mr. Smith states the question between himself and President Gallaudet to be whether the "Pedagogic" or the "Parental" system, as he terms them, should be followed in dealing with deaf mutes. He favors the "Parental," and in defending it and attacking the other he uses illustrations and arguments leading to conclusions, or equivalent to statements, which all will not admit. Certain difficulties are met with by all teachers of deaf mutes, and I believe that one class of these difficulties, or the cause of one class, is to be found right here, and in some of the things which Mr. Smith advocates.

His first illustration represents the difference between deaf mutes and hearing persons to be as great as that between sheep and some other kind of animals, which, if it were so, would settle the question at once and forever in the minds of all. But just here is the point in dispute. Are deaf

muters so different from hearing persons? Perhaps a deaf mute prefers another deaf mute to a hearing person as an associate; it is a matter of taste with him. Now, we are told that there is no disputing about tastes. But *if*, because Mr. S. likes pepper in his food and I do not, we are told that this difference in tastes makes us as different as are a sheep and a dog, then I do dispute. Most deaf mutes, if not all, do seem to think there is a vast difference between themselves and hearing persons, and no wonder if led by such illustrations, teaching that the difference is not only as wide as that between two races of people, but as that between two kinds of animals.

It is only those who are alike that have the same interests. Those only who are alike can have the same motives, look forward to the same objects, and desire the same future rewards. If the pupil believes himself to be a different kind of being from his teacher, how is the teacher ever to make him enter into the same feelings, hopes, desires, or ambitions with himself? The pupil will instinctively look upon all the teacher says as inapplicable to himself; their worlds are different. This seems to be a great difficulty in our way, and one that it behooves all to attempt with all our might to remove; and by "all" is meant every hearing person with whom a deaf mute comes in contact. It is an error of the deaf and of many who hear, which becomes a great and persistent trouble, continually meeting us in its different shapes or consequences. It hinders the teacher in influencing the pupil—in leading him where he wishes, whether in respect to moral or intellectual matters; and then there can be, of course, but little sympathy between persons so different.

We often hear of "clannishness," and we could wish that that were all it is; but if the difference in the persons spoken of is so much greater than that between clans, the word hardly expresses enough. It expresses more than enough, however, in that it gives name to a fact which ought not to

be. It recognizes an inability to sympathize ; then a feeling of opposition so strong, actually, in some cases, as that between different kinds of animals.

There are deaf mutes who, instead of looking upon institution officers as those who are working and making sacrifices for them, doing for and giving to them all they can, consider them as preying upon them, using them in order to get a living, and withholding all that they are able to. Such arguments and pleas for their welfare and advancement as are urged by President Gallaudet are considered as imputations and attacks, as showing contempt, and a desire to deprive them of even the little enjoyment they have. This is childish—common among all children from the time one is first forbidden to play with his father's razor—but not to be expected in adults, and in them it does not admit of the same explanation as in children. Clannishness cannot explain it; only the antagonism of a superior and inferior race, which is wrong. There is no race difference, no clan difference, no difference except that of circumstances or opportunities, and against his adverse circumstances the deaf mute should be taught to struggle, as his speaking brother struggles against his. Also, he should be taught that there is no difference between them, rather than that there is, as Mr. Smith teaches; that their instructors do not think of, nor act upon, any difference, but that they receive just the same treatment as a similar number of hearing pupils would receive; and that institution treatment, wherein a distinction is made between them and the officers, is not because of the difference between them as hearing and deaf, but because of the difference of age and position.

Errors of judgment are to be expected in all children, therefore in our pupils. With the acquired knowledge and experience of age comes a judgment more or less correct, in a great measure, according to the correctness of the instruction and impression received. We should expect graduates

of our institutions, on reaching maturity, in the exercise of a correct judgment, to ignore any differences of an unpleasant nature between them and others—any difference even as great as that between a foreigner unable to speak the language and a native. Instead of this, we find them, to a large extent, treating themselves as a different race; desiring their own conventions, associations, periodicals, reading-rooms, etc.; thinking when an article is rejected by a publisher that it is owing to their being deaf mutes, instead of its being rejected on its own merits; attributing all their rebuffs from their fellow-men to their infirmity, instead of to themselves. So believing, they rightly pronounce their treatment unjust, and, smarting under it, may go to the length of advocating “a silent republic, independent of all hearing influence”—that influence being so hostile, as it appears to them.

There is no objections to associations of deaf mutes for social intercourse and improvement, *for reasons of language*, but to such associations for any purpose *regarding deaf mutes as a class* there is objection. The unions or societies of church-men, conservatives, etc., to which Mr. Smith refers, having for their object the fitting of their members for greater usefulness to their fellow-men, thus corresponding to our institutions—in other words, having their object outside of themselves—do not illustrate this question. I object to such deaf mute societies, not because they are deaf mute, but for the same reason that I would object to a German or Odd-Fellow society, if the first tended to keep its members Germans instead of letting them become Americans, or the second tended to unfit its members for association with non-members. Mr. Smith is misled when he likens a deaf mute convention to a “church” or “social science congress.” The name of the first refers to the beliefs of the persons composing the society, that of the other to its object, and both are open to all the world. If, instead of the second, we say a German or French society, and then understand the object to be some-

thing essentially German or French, as opposed to American, from a political stand-point we are rightly jealous of such a society in our midst, because it antagonizes our own institutions. So, after striving, as we do, to give a deaf mute all the advantages of a hearing person, and to give him free entrance to the society of hearing people, we are rightly jealous of such societies or papers as will undo our work, will develop a queerness in him, and will cause him to turn round and declare all hearing people his foes.

Speaking of "special newspapers," Mr. Smith says: "They insert class-news, or articles on deaf and dumb subjects." To the word "class" I object, not seeing that he has proved them a separate class of beings, and believing that their so looking upon themselves constitutes one of the great obstacles in the way of their own improvement and happiness, and in the way of their instructors. Next, what is a deaf and dumb subject? What is there, or can there be, properly so called? I know of no matter of peculiar interest to them, and have seen nothing in the papers published for or by deaf-mutes of greater interest to them than to those hearing persons engaged in the instruction of deaf-mutes, unless it be that which Mr. Smith himself alludes to when he says that "the great majority are content, if left to themselves, with the gossip and scandal of their class." In this taste I do not see that they are so very different from their hearing brethren, only these editors yield to a temptation hearing editors resist, because they have learned to consider themselves only poor deaf-mutes, of whom so much is not expected.

I have shown some ways in which this error hinders our work. Another way is found in these special newspapers, or other productions, which are put forth with the understanding that, coming from hearing persons, they would perish in their lack of worth; but that, coming from deaf-mutes, they live, nothing better being expected or desired. These papers then become specimens, and make those unacquainted

with the deaf and dumb think that they *are* a class, a class of defectives ; so singular and so defective that it is of no use to do much for them, for their education, or to place them on an equality with others. Held up as specimens of the results of our work, they tell powerfully against us.

I call upon all instructors, then, to contend against this error, teaching that the same in quality and quantity is expected of a deaf-mute as of a hearing person of like talents ; that it is unworthy of them to delight in a literature consisting mostly of petty personal gossip ; that it is not for them to yield to natural indolence, and omit all effort to rise, any more than for others ; and that if they do not hold up their heads, and put themselves alongside of others, they need not expect that any one else will put them there. Indulging in this error, many deaf-mute teachers are actually so inconsistent as, while themselves treated as their hearing colleagues are, to think that the pupils are not thus treated because they are deaf and dumb—not for the true reasons. In their error, they consider and treat the pupils as equals, and thus implant and foster in their minds mistaken notions, which are in the way of their progress and happiness both while in the institution and in after life. They seem to be unconscious of the real, natural difference of level between child and adult, pupil and teacher, and often even of that between child and parent. Would not a teacher do more harm than good if, in all applications of institution rules and discipline, it was felt that he was *on the side of* the pupils, and that he regarded what was done as only an act of power that would not be dared in a hearing school ? I take the liberty of telling my deaf-mute friends that the liability to, or prevalence of, this error is what deters principals from the employment of more deaf-mute teachers. *Men* are sought as teachers, not those who remain children all their lives.

Further, a man will not be rated higher than he rates himself. Accordingly, he who holds himself on a level with

children in his feelings, desires, judgments, and fellowship, being as free and indiscriminate in his topics of conversation with them as with adults, will only be considered a child himself, and if he is annoyed by the neglect of hearing persons he has only himself to blame.

Thus some teachers personally injure themselves and those they are among ; and Mr. Smith, and those who believe as he, build up and strengthen those very barriers between the hearing and the deaf which it is the purpose of the education of the latter to obliterate.

DR. E. M. GALLAUDET: I would like to ask the privilege of returning my thanks to the gentleman who has just concluded the reading of his paper for taking up the cudgels in behalf of sentiments which I ventured to express in the *Annals* in 1873, and against the attacks made upon them by a gentleman to whom he referred at the opening of his paper. I have no disposition to continue the discussion. I am very much obliged for his earnest support of the principles which I felt authorized to sustain five years ago, and which I am prepared to uphold to-day. I trust the deaf mutes here present who have understood the purport of Mr. Eddy's paper, may be moved by more earnest desires than ever before to make it their life-long effort to overcome their deaf muteism, save that simple, single feature of it which God has given them, and from which they may not seek to escape until he gives them freedom in the world to come. I believe, Mr. President, that the matter of deaf muteism, as far as it attaches itself to deaf mutes, hindering them from what may be their highest development as men and women, deserves their daily thought, their daily struggle, their daily prayer; and I hope to be permitted to live to see the time when deaf mutes, as a class, will not feel that because in my humble efforts I have denounced, if I may use so strong a term, some of the customs and practices of the so-called deaf community,

that I am, therefore, their enemy, or even their cold and unsympathizing critic, but that they will recognize me as one of their warmest, most faithful friends, and what I have written on that subject, I have written because I believed that they could profit by such criticism, and by the aid of it could rise to higher levels than those they have hitherto occupied. I trust that the views brought forward by Mr. Eddy will be seriously reflected upon by teachers as well as by the deaf mutes themselves, so that in the influence which they together exert in the institutions and school-rooms, they may do all in their power to aid the deaf mutes to free themselves from the needless trammels of deaf muteism.

While the floor is accorded to me for a moment longer, I desire to express my very sincere obligations, as a member of this Convention, to the cultivated lady who presented the first paper that was read this morning. Without occupying time in the discussion of the important points which she has brought to the notice of the Convention, I wish to recognize in her an insight into the needs of the deaf and dumb, an intelligence so rare as to suggest that perhaps the like may only be found among that fair and noble sex to which the majority of this Convention do not belong. We may all of us learn from that paper. Those who count themselves the wisest in the profession, if there are any who are vain enough so to regard themselves—those who have worked few years or many years—those who have thought little or thought much—may well consider the thoughts presented in Miss Sheridan's paper; and if this Convention had had no other topic before it, I believe it would have been called together to good purpose to give serious consideration to the suggestions in this paper. (Applause.)

MR. HAMMOND, of Indiana: I think that all the members of the Convention, especially those who have had experience in teaching the deaf and dumb, will agree with the writer of the first paper read this morning, that our teachers need

a very thorough preparation for their work. They will also agree that, in addition to all the qualities of body, and mind, and heart that a teacher may possess such a one needs, before entering upon the duties, some more thorough understanding of the responsibility of the position and the duties connected with it than the teachers at large generally have when they undertake the work. To remedy this, a training school, similar in its purpose to the normal schools that are scattered around among hearing and speaking teachers of the hearing and speaking schools, has been suggested. Several difficulties perhaps lie in the way of its immediate fulfillment. Probably those difficulties may suggest themselves to the minds of nearly all. It might be hard to obtain an appropriation sufficient to carry out such a plan. It might be hard for all the different institutions and different methods of instruction to agree upon what should be the course pursued in such a normal school. I can see that there would be many difficulties in the way, of one kind and another, some of which suggest themselves to you here. This was very strongly advocated in the annals by James H. Logan, Principal of the Western Pennsylvania Institution. Meanwhile, it seems to me that something might be done in that direction by taking each teacher into their institution a sufficient length of time before he or she intends to enter upon their responsible labors; to have them under the charge of an experienced and successful teacher, in order that they might obtain some idea of the way in which the work of the school-room is to be carried on. Of course our institutions in time past have been hindered greatly in this regard from want of funds to pay a teacher, and they want that teacher at once. They select a teacher when there is a pressing need for such a one. That teacher goes into the class-room, and perhaps with a few simple instructions is left in charge of his class—as I have been left in charge of such class—to work out his own path similar

to the way in which others have done before, and those who have attained great success. And many might say, I began in such a way, and I kept on for so many years, and I understand considerable about it now; and yet those same persons, I think, would be the first to acknowledge that there was very great need—that they, themselves, had wasted considerable time. As I look back over the first year of my teaching, I can sadly say the same thing. I had considerable experience in the first two or three months with such habits as talking, scratching and sticking with pins, spitting into each other's faces, etc., etc. This experience, I suppose, a good many others of you have been through. Now, then, it seems to me that if the superintendent of an institution, looking around, should pick out those he considered would make, in his judgment, successful teachers, and place them on methodistic probation for six months or longer, in charge of a teacher who has had successful experience, holding them to only partial responsibility for the class, it seems to me that at the end of a reasonable time, when the teacher has obtained a sufficient number of the signs to be able to carry on an ordinary conversation and go on with the ordinary work of the school-room, at the end of that time such teacher could be given the full charge of the class. I agree with the writer of the article that it is a mistake to give the new pupils too entirely to an inexperienced teacher. It seems wrong, as a gentleman once said to me, that the deaf and dumb should spend two or three years teaching their teachers; and it also suggests itself right in that connection that you do not want a new teacher—an entirely inexperienced teacher—for an advanced class. You say we do not need the inexperienced teacher anywhere. That is true; but that is something we can not help—we can not get entirely over that—so that it seems to me that the place for an inexperienced teacher is under the guidance of an experienced teacher, until sufficient instruction is

given, then such a teacher should be put in charge of a class that had been somewhat developed. This subject, Mr. President, is full of thought, but I do not care to take the time of the convention any further.

MR. C. W. ELY, of Maryland: I have been interested in these papers that have just been presented to the convention relating to the practical work of teaching. Although my duties require that a part of my time shall be given—and a very large part of it—to the work of supervision and the other necessary work of the institution, it is the practical work of the teacher in which I feel the deepest interest, and there is no work I enjoy so much as the work of instruction itself. I enjoy myself when I get into the school-room, as I sometimes do, and take entire charge of a class in the absence of a teacher, and the practical work of instruction must be that of the greatest interest to us all.

The paper which was first read, a very valuable paper I think, contains many thoughts and suggestions which, if we should discuss them, would require much longer time than is allowed us to-day, or even the whole time of the convention, and I will confine myself particularly to one or two points; and first, the necessary preparation for the work of instruction. It is an idea too prevalent among people generally, and, I am sorry to say, among those who enter upon the work of instruction, that teaching is easy; and I confess that I felt too much that way myself when I began to teach. I knew nothing about the work, either in a deaf and dumb institution or elsewhere, and I had too much that idea that is so common, that if only a teacher was pretty well posted on the different subjects to be taught that he could enter the school-room and conduct the ordinary work without any special difficulty. I found that that was not so, that there was a practical knowledge of the way of reaching the minds of children, and controlling them, and interesting them, and drawing them out, which could only be learned by practice

and by constant application. Now, whether it is desirable or practicable to establish normal classes for teachers, as has been proposed, I am not prepared to say. I am inclined to think that such instruction can be better given in our institutions than it could be in a school established outside of the institution. I speak, of course, more especially with reference to instruction that is given in the common way in most of the institutions. The teacher, if he is full of matter, if he has mastered the subject which he needs to teach, and is honestly devoted to his work, will not give to it simply the hours that are allotted to it in the school-room exercises; he will take time out of the school-room to prepare himself, and he will come into the school-room full of the particular subject that is to be taught that day. I do not care how well prepared he may be, for instance, to conduct a recitation in history, or rather how well posted he may be in the subject, unless he gives some time to the particular portion of history that he is to teach on that day, and refreshes his mind so that he can give a living representation of the subject to the class, he is not prepared. There are many recitations heard, but too little instruction given. Some years ago, when I was teaching here in one of these rooms, one of my boys administered to me a rebuke which was somewhat deserved. I had occasion to call him to account for something, perhaps it was for not having learned his lesson well, and he was very angry, and he told me that he did not think I was fit to teach that class. If he had been less angry, or had had a more ready use of language, probably he would have expressed himself in terms that would have been less disagreeable. Of course I was angry; but the more I thought about it the more I thought he was right, and that there was a good deal in it, that I had not given as much attention out of school as I should. My mind had been too much on other subjects. I took care after that when I came into the school to see that I could conduct the recitation without the use of the text-

books, and so enrich my thoughts, that my girls and boys could see that I knew what I was talking about without any reference to the books. One more point in this connection, that the teachers should make preparation out of school. I think the teacher should not be burdened with duties out of school. If there is some part of the duty of supervision that must be performed by him it should be made as light as possible, so that he may have time both for this sort of preparation and the other preparation—general culture, which all ought to strive after. [Applause.]

DR. PEET: I agree with President Gallaudet, Mr. President, and ladies and gentlemen, in regard to his estimate of the spirit of the paper that was read from the talented lady from Indiana, whose heart evidently is bound up in her work and who earnestly desires the greatest benefit of not only her own pupils, but of the pupils of all others. Such a spirit on the part of a teacher creates success. I believe that earnestness, and zeal, and love, and enthusiasm, are worth more than all the talent and all the education in the world, so far as the teacher is concerned; for all these things are creative in their influences; and they bring out those mental forces and that activity which makes a good teacher. The cold person who cares nothing for the child; who has no sympathy for him, and is not full of love and enthusiasm, who is not really an apostle in this direction, cannot have success. I am inclined to think that that may be put down as a rule in regard to all persons connected with an institution for the deaf and dumb.

THE PRESIDENT: In every department of education.

DR. PEET: The suggestion of the president goes still further for it applies to the hearing as well as to the deaf. In the discussion of all matters connected with the education of the deaf and dumb, it is certainly necessary for us, notwithstanding all this earnestness, and love, and desire, to recognize that there are certain difficulties to be met and

overcome which do not present themselves to the ordinary teacher; and there is always to the earnest teacher a degree of discouragement from difficulties which I have always tried to remove as far as possible in my association with those with whom I labor in the cause of deaf-mute instruction. The difficulties are so great, and the starting point is so different from that in the case of hearing children—the substitution of one sense for another—that the teacher must be prepared for the exercise of a great deal of patience and a great deal of labor; and I think that he should be encouraged rather than discouraged. He should consider his work relative and not absolute. The great danger in our profession is that we are looking at absolute, and not comparative results. Imperfection is written upon everything human, and if we allow ourselves to say that this great work, which has existed in this country for over sixty years, is failing in any respect, and that the institutions are not accomplishing their duty, and they are not entitled to that measure of public sympathy which is their very life, I think that we go too far. We have accomplished a great deal; and I would say, from my own observation in one institution if not in others, more is accomplished than was formerly accomplished under the most favorable circumstances. [Applause.] The average of attainment among our pupils to-day is far higher than it was twenty years ago, and all the circumstances connected with the growth and education of the deaf and dumb, in that institution, and of course in other institutions, show a great advance. It is a natural and gradual growth, caused by the fact that the early teachers of the deaf and dumb were earnest and philosophical men, and that the present teachers, are also intelligent and philosophical men and women whose hearts are in the work. So let us not be discouraged. Let us, when we contemplate the difficulties which we meet with, also feel that there is hope and encouragement in the future;

that the past is not lost ; that the future is secure ; and that, as in the world generally, the difficulties which human nature has encountered have been overcome more and more ; so, in our profession in particular, the difficulties to be encountered have been and will be overcome more and more ; new instruments will be invented in order to overcome the disabilities of our pupils, and new methods and ideas which we formerly never conceived of, and which are now still obscure, will become bright as the sun ; and we shall wonder that we never thought of them before, and that the work of the instruction of the deaf and dumb commenced in benevolence, and from a desire to carry out the prospects of the Savior will become more and more absolute, less and less relative, as we approach the day when imperfection shall give place to perfection. [Applause.]

MR. ELY : Mr. President : May I add just one word ? In the Maryland institution we never put the new classes into the hands of an inexperienced teacher. It has been my practice for several years to give the class into the charge of an experienced teacher, thoroughly competent.

DR. THOMAS GALLAUDET : Notwithstanding all that has been said on the side of trying to make deaf-mutes feel that they are as other people—and I recognize the force of many of the points which have been urged—if we are ever going to get on the ground that the deaf-mutes are like other people our institutions for their education had better be abandoned at once. Here they are standing as a class by themselves from the very start. Whatever method you may take, whether sign language, or lip movement, or articulation, here is a class to begin with, and our Father, for his own wise purposes, has made them a peculiar people. Of course those who take the other side will not present this view. It is the way of human nature to present sides strongly, but, in the harmonizing of them, deaf-mutes will be benefited. The great class of deaf-mutes will remain peculiar people in

many respects. There is no help for it. During the few years of this pilgrimage it must be so. The more they can take the papers and books, and master their difficulties, their lethargy, and rise up and take the positions for which they are fitted, the more we shall respect them. But there are inherent difficulties which they never will overcome until the time arrives when human imperfections will be done away. Those who try to take a moderate and reasonable view of these things will reach the wisest conclusions. I want my deaf-mute friends to take the highest position they can; but I am not discouraged if they have to live in rather a careful and quiet way, and if they do make mistakes in language, and do not send articles to the monthly reviews and daily newspapers, if they try to lead a moral and correct life, and do their duty in that state of life to which God has called them, I respect them and love them. You can not expect that they will be able to do what people can do who have all their faculties. We must mingle together all these views, not be discouraged and cast down by difficulties, not be too much elated by our theories, but take the simple facts as they are, and do all in our power to help our deaf-mute friends. The older I become, and the more I mingle with the ladies and gentlemen of this profession, the more I see that there is a great body of intelligent teachers who are really trying to accomplish the highest good for deaf-mutes. Mingling together in this way we shall understand each other better, we shall return to our work in a better spirit, and the result will be that from year to year our deaf-mute friends will improve—whether they respond to the culture or articulation and lip-reading or not. If they are fit for that let them work for it, if not, let them do the best they can. We want them all to feel, and I think they will feel, as the result of the influence of the teacher's association, that there are grand results to be reached in their earthly lives. It seems to me that, as we follow these papers and listen to

these few words, that we can all feel encouraged to be drawn together more and more closely in this great work which Providence has assigned us.

DR. MACINTIRE : I would like to propound one question that no other person in the audience probably so well as yourself can answer : Is there not danger by this course that you recommend of creating among the deaf and dumb restlessness and discontent in the condition in which God has placed them. In your wide intercourse do you not find that there is a tendency of this kind among a large number of them ?

DR. GALLAUDET : Yes ; I should admit that ; while I cannot say that I have in mind any particular instance, I should say there was a danger from that way of presenting it too strongly to their minds.

JOB TURNER, of Virginia : (Interpreted by Dr. Gallaudet.)

Mr. President, during the reading of the paper I thought about the difficulties which the deaf mute meets with in reading. I remember my old teacher, Mr. Clerc, a picture of whom hangs here. I am the only pupil present of Mr. Clerc's, with the exception of Mr. and Mrs. Fisher. Mr. Clerc told me many years ago a French deaf-mute who had not learned to write, but was ignorant, went into a book-store and bought a blank book, and on one page made a picture of a man blacking his boots ; on another page a man who was sick ; and so with a different illustration for every page, and he took this book to Mr. Clerc and asked him to write words expressing the actions on the paper : "I wish to black my boots ;" "I am sick," etc. ; giving language for the idea in each of those pictures which he had drawn out on these pages, so that if he wanted to say anything he could turn to the picture and find the language there, which he ought to make use of under the circumstances indicated. If he wanted to buy a pair of shoes there would be a picture representing that ; if to court a young lady, a picture of a man trying to do that, with the words, "I wish to court you," under that (he would be

rejected sometimes no doubt, but there is nothing like trying.) [Laughter.] Mr. Clerc told me that it was not a device intended for a smart deaf-mute, but for a simple deaf-mute—a sort of guide of life. During my recent travels at the South, where I met with some friends who were deaf-mutes, I had pleasant social intercourse with many of them. They kept a book with conversational phrases, so that if they forgot these phrases after leaving school, they would be assisted; thus they could be enabled to communicate better with hearing and speaking persons, and would be reminded of what they ought to say as long as they live. I wished to impart the knowledge of this fact to the members of the Convention. [Applause.]

THE PRESIDENT: I want to express my great satisfaction in the presentation of thought from those who are not speaking members of the Convention. As the presiding officer I would be glad always to give the time to any one who will come forward for such an address, especially in that class.

I want to add a single word before we close the discussion. When I went to the institution in New York to learn the art of teaching mutes, one of the first and strongest impressions which I received was that it is work which demands a *constant* exercise of invention. That impression grew upon me as long as I was so engaged. It is stronger with me now than ever, with reference to every teacher that is a good teacher anywhere. The individual personal exercise of the inventive faculty is absolutely essential to a good teacher. I give you that as the result of observation in two directions.

We will now proceed to the discussion of the next topic: "The best method of providing for the prosperity of the deaf and dumb after leaving the institution."

DR. PEEB: Mr. President: Much that may be said in the discussion of the subject of the best method of providing for the prosperity of the deaf and dumb after leaving the institutions, has been already anticipated in the discussion of the papers which have been presented to the convention.

There was nothing in the wording of this topic which would suggest anything different from the fundamental idea underlying all prosperity, on the part of the deaf and dumb, that they should be first rescued from the deplorable condition, both mental and moral, in which they exist before they are brought under the ameliorating influences of instruction ; but the thought in my mind was that a number of persons who had reasons for a common sympathy might be so directed as to benefit each other more than any other persons could benefit them. I was born in the providence of God, on the soil of New England. My father was teaching the deaf and dumb then, and, following his example, I came to New York, and not only engaged in the instruction of the deaf and dumb there but also united with the New England Society of the city—a society which, since its establishment, has extended a helping hand to every man of New England origin. I found gentlemen who had been born in France uniting with the French Society. Gentlemen born in England became members of the St. George's Society, and gentlemen born in Ireland become members of the St. Patrick Society ; and, when we go abroad to visit Paris, the first thing we hear of is the American colony ; and we seek first association with the men and women of our own country, believing that the contact which they have had with this, to us, new world, will be of positive benefit to us, and that we need the help of the more experienced of our people in order to bring us into proper association with the French, the denizens of the soil, who are comparative strangers to us. We find it so with foreigners coming to this country. The German seeks first the people of German birth ; the German Society holds out its hands to them ; the German theological seminary furnishes ministers for them, and they are actually introduced to a world, of which they have no previous knowledge, through the instrumentality of people who are associated with them in thought and feeling. I would men-

tion, as a further illustration of this sentiment, a little incident which occurred here this morning: I went into my room, which is occupied with me, very much to my satisfaction and delight, by Dr. Palmer, formerly of North Carolina, and I found three or four gentlemen of North Carolina there with him. The reason why they congregated around him was because he once lived in their State. This tendency to association exists, you cannot help it. The people of the same State come together and they have peculiar sympathies. And this principle must obtain, I should suppose, very strongly, and will have to be warred against, if it is a wrong principle, with very great difficulty, in the case of the deaf and dumb.

I think it is natural for the deaf and dumb to associate together. They have so many subjects in common; they have so many feelings in common; their method of illustration is the same; they forget, in each other's society, the fact that they have a misfortune; and when a hearing person, that does not understand the language of signs, comes into a community of the deaf and dumb, he feels that he is the unfortunate one, and they feel so, too. [Laughter.] The point in this thing is that this sentiment may be utilized for the benefit of the deaf and dumb. I think that the college at Washington is accomplishing a great work in educating and carrying to the highest possible point the more gifted minds among the deaf and dumb; and if we teach these gifted men that they must not associate with the deaf and dumb, but that they must come out and associate only with those who can hear and speak, I think that we lose a great deal of the benefit which is to be conferred by that college. I would encourage every one of these fine, intelligent men to go among all deaf-mutes and benefit them in every way, both by example and by counsel, and advice, and by discussion in their own language of signs, which to them is so natural, and which has—you may say what you will—more power over their hearts than any other method

of communication, and I would therefore encourage the more highly educated deaf-mutes to keep the welfare of their fellows constantly in mind, and I am always glad to see that they have associations, they have societies, etc. I do not think a great deal has come out of the societies yet, but they feel as if there was something that would unquestionably benefit the deaf if they could only find out what it was. Thus far they have derived great pleasure and satisfaction from their meetings, but they can not help thinking that there is something more that they can do. They feel as if they were placed at a disadvantage in this world, and they are placed at a disadvantage. There is no question about it, but so the great majority of people that can hear are placed at a disadvantage. Thousands and thousands of people are now out of work, without the least prospect of getting anything by which they may support their families, but so far as the deaf and dumb are concerned it seems to me there is more than a glimmer of hope. My thought is this: You take a deaf-mute in an institution and utilize a portion of his time in making him a skillful mechanic, so that his hands are educated and he has a sort of capital for life. Then let him feel, when he goes out from the institution, that he has a double duty to perform: first, his duty to himself; to earn, by means of his own acquired skill, his livelihood; and second, to help his brothers in misfortune. I believe that, among the Hebrew community, there is less distress than among any other of a common faith, from the fact that the Hebrews in every nation help each other. We had an illustration of that yesterday, in the the great appeal of the Hebrew society of New Orleans, for the suffering there, and you will find in almost every community that the Hebrew is looked after. In like manner I would have the deaf-mutes feel that the deaf-mute must be looked after by deaf-mutes; and the more intelligent the deaf-mute is, the greater his responsibility in behalf of his fellows; and I would

have them all instructed to lay aside a portion of their means so that they contribute towards the prosperity of their less intelligent and less fortunate brethren.

I suppose it would be impossible in a discussion like this to go into details, but it would be quite possible, I should think, for the deaf mutes to organize in such a way that the brighter and more intelligent, and more practical of them should suggest methods by which they could obtain employment among hearing persons, and that they should all contribute towards a fund for the benefit of the deaf and dumb. Let them feel that they have not anything to do with missionary enterprises abroad; that they have nothing to do with looking after the blind or the sick among the hearing; there are plenty of those who will be more naturally interested in their classes and who think of the deaf and dumb. Let them feel that their great work in a benevolent point of view is among the deaf and dumb. Let them concentrate, because they are few; and concentration is power. Then, perhaps, they may establish a fund; they may establish work-houses or factories, and especially *farms*, to enable the poorer deaf mutes to obtain a living, and let their first principle be: No deaf mute shall be out of employment; hearing persons may be out of employment, let hearing persons take care of them, but deaf mutes shall *not* be out of employment, for we will, or our friends and relatives who are becoming more and more numerous, will take care of them. Then let the first idea be to provide occupation for the deaf and dumb in factories established by the deaf and dumb; on farms owned by the deaf and dumb, and further than that, let them feel that not a single deaf mute shall, under any circumstances, be allowed to pine away in isolation and sorrow in any alms-house; but let deaf mutes say: Deaf mutes shall be cared for in a family to be provided and supported by us. You let such a spirit once take hold of the deaf mute community, and you will find that they will

work out their own salvation. I really believe it. In doing this they will set a good example to the hearing world. The more highly educated, the more excellent, the wiser among their number will contribute their measure towards elevating their whole class, they will show that there is no community so handicapped that concentrated effort will not make it successful.

MR. HOLTON, of Wisconsin: Mr. Chairman, I have listened to this discussion of Dr. Peet's with interest, since it is in the line of my duty. I do not rise for a general discussion of the question, but propose to ask, before I sit down, a question of Dr. Peet. As a trustee I am wanting to know what my one hundred and fifty children are going to do in the world? The question of bread is the great idea in this world. It is a troublesome question to-day. It is a troublesome question, with parents, in the education of their children—bread for the children. That we have gone astray somewhat in this country, I think is true; that we have turned too many people away from the lands that God gave to man. I am one of those who believe that we have multiplied too many cities. I have said to some friends, to their astonishment, "We have too much manufacturing; we have too many middle men." Dr. Peet says that in the providence of God he came from New England. The great idea in New England was: "John go out and take care of yourself." He had that pounded into him. Now I take issue a little with Dr. Peet; at least I want to put in a little word of caution, that you don't lead the deaf mute to look away off from home associations with his kindred. The question in my mind is, how can I teach my one hundred and fifty children in the Wisconsin institution what they shall do. We have a carpenter's shop, and I am going to see how those boys use their tools. I said to the carpenter: "Don't let me go along on this walk and see these nails sticking up half an inch to stub my toe on; require these boys to drive these nails." I am anxious to know how

I shall train the one hundred and fifty boys and girls in Wisconsin, not only in book knowledge, but to make a living with their hands. I am a father myself. You call me judge, some of you. I want to disabuse you of that. I am no judge. I am a farmer. I raised the question in our board of trustees "Why are you not cultivating that land more down there?" "Well, we want it for the cows to get their milk." That is very well, but I say to another one: "Let us have more land. Let us teach these boys to go down here and raise ten acres of potatoes and ten acres of corn." Well, they are away from the school during a portion of the season. They are here at plowing time; they are here at planting time; they are at the first haying; and let the farmer take care of it while they are gone. They shall come back and dig those potatoes; husk that corn, put it into its place, and lay in provisions for their own house. Those are some of the thoughts that run through my mind, as a trustee, on this great question of what these boys and girls are going to do in the world, deaf and dumb as they are. I hope to hear from these experienced professional men something in the direction of this manhood and womanhood work, a little more than I have heard. I look with great interest upon this institution, upon this magnificent building; it attracted my attention. I have been through some of these halls and some of the subterranean rooms; they are magnificent. But I see no garden here. I have not been into the shops. I hoped to find an opportunity to go into the shops and see what has been doing in a mechanical way. As I stand to-day only three months old as a trustee, I have got the idea that we must have more work in our institution, more manual labor. I want to see, if I can, that these boys and girls go out with some definite thing in their own hands to work, and it seems to me the land is the best, still others think that trades are better. Very well, if the shoemaker trade is the best trade, I think we have too many

shoe-making manufacturers. We want more responsible shoemakers, more responsible blacksmiths. One of our troubles is that we are forgetting the old-fashioned way of having blacksmith, shoemaker, and saddler with their shops and their work near at hand. It would be better for us than to have so much work in the factories, where the few skilled men can get in and finally one-half are thrown out and they become beggars and tramps, and they come to be thieves. These are questions that you thoughtful men must consider. I had hoped to hear from these widely experienced men, something to guide me a little as a trustee, for I am here in that behalf, and that alone, to learn how I may do best in the institution to which I am called, and bear some part in the education of the one hundred and fifty boys and girls that are to go out for their livelihood in the world.

R. H. ATWOOD, of Massachusetts: (Interpreted by Dr. Gallaudet.) I have been very much interested in the discussion this morning and have received several ideas. We all agree that we want success, want the best and wisest system. I have read how Mr. Stewart, of New York, succeeded. He always selected the best looking and best appearing person for his employment, and this led the ladies in great numbers to the store, and laid the foundation of his prosperity. The dress of these gentlemen and young clerks of the store, even though it led to flirting once in a while, was still of use to bring in customers. The best workmen do the best work, sell the most goods. A farmer that knows about the different parts of his work will meet with the most success. The general who knows how to make the best selections and get the best officers for the subdivisions will gain the victory. We remember General Grant thought much of his Sheridan; General Lee thought much of his Stonewall Jackson; while Miss Sheridan's paper was reading Mr. MacIntire thought much of his Sheridan. [Laughter.] If the teachers

of the institution want success we must get the wisest and best teachers, those who know how to teach the best. We have seen the success of the college at Washington. We know that they have learned men engaged in teaching. We do not wonder at the success which has taken place there. In institutions that have the wisest and best teachers, and have fair compensation, those who get skilled labor have the best success. Those that can not do this must be content that it is only tolerably good, not the best. If a person wants the best he must pay for it. If he has only a small sum to give he cannot expect to have the best.

There is one subject that I have thought of that I will now bring up in regard to school matters. A teacher has his class before him, perhaps some fifteen or twenty; they are not all of the same intellectual capacity. Some have more, some have less, some are quick to comprehend, others are slow. As you teach a class you will find some going on steadily and others getting behind. Some will go on rapidly in one study, arithmetic for instance, the favorite, some will be better in one thing, some in another. I have noticed, in a class that I have instructed, these differing results among my own pupils. The members of a class stay together for a year. The uniform instruction goes on. If this is the case, the brightest will not make the advance which they could. After teaching a class in this way I always felt that it was best to make a subdivision, so that some could go on according to their abilities. In driving a vehicle, if one horse lags constantly behind I think it is best to separate the team. I would be in favor of subdivision. The brightest who makes the greatest advance let them go on in the studies which they have attended to. The others that have not gone on so far should be examined no farther than the points they have reached; otherwise, those who are not so bright would not appear to their proper advantage. All the pupils should be justly dealt with according to their natural abilities. In

that way I would deal with my pupils, and not try to teach them, all through the year, exactly the same studies, because it would be a detriment to them all, one part of the class or the other. Sometimes teachers let their ambition get the better of their judgment; they let their pupils go on faster than they ought, not understanding the subject. For instance: I would keep a pupil in the elements of arithmetic until he had mastered it, and not let him go on with the other rules before he had learned one. Keep the run of each individual so as to know just how far he is advanced, and treat him accordingly. So in regard to higher studies, some are bright, others are stupid; some go on very rapidly, and make great progress, others cannot do this. If we go over the ground too rapidly, and do not attend to all the characteristics of individuals, we shall make mistakes, and many pupils will not get on as well as they might otherwise.

DR. PEET: I will spend a moment, Mr. President, in answering the question proposed by Mr. Holton. I believe that it has been accepted in the majority of institutions for the deaf and dumb, in this country, as an important principle, that the deaf and dumb should be trained in industrious habits and in industrial occupations; and, accordingly, since the time of the founders of the American system in Hartford, up to the present time, in all our larger schools we have had different occupations taught to our pupils, and in many of them great attention has been paid to the cultivation of the soil. I would say that in our own institution, situated in the suburbs of New York City, but within its corporate limits, and surrounded by twenty-eight acres of land, we have a very large garden. We train our pupils in every department of agriculture, so far as can be connected with that garden. And we give this general sentiment to our pupils and to their friends, that the cultivation of the soil is the best occupation for the deaf and dumb. In a great many instances when parents have consulted me

individually as to what they shall do for their deaf-mute sons I have said : give them a farm ; and quite a number of our graduates are indebted to that opinion, so expressed, for valuable and delightful homes, and for a success in life, which is associated with the least worriment. But there are a great many deaf-mutes who cannot get occupation upon farms ; nor can they obtain possession of farms, and it is necessary for them to get employment where they can ; so that we feel constrained to give them the opportunity of acquiring a great variety of mechanical trades. We have tailoring, shoemaking, cabinet making, carpentering, painting and glazing, and printing. We find that, in our institutions, a number of our pupils make very excellent printers. I was very much delighted to visit, in connection with this Ohio institution, their grand State bindery, in which are bound the State documents, where not only the pupils of the institution find the opportunity of learning a trade but the graduates of this institution find an opportunity of permanent employment. It seems to me a grand idea, and it shows the practical benevolence of the great State of Ohio. [Applause.] Perhaps I have said all that is important in answer to the question.

Mr. Fay now appeared in company with Governor Bishop.

G. O. FAY: I move that the regular business of our convention be suspended to give an opportunity to introduce to the convention his Excellency, R. M. Bishop, Governor of our State. [Applause.]

THE PRESIDENT: Honored Sir: I extend to you a cordial welcome to our meeting. We thank you for your presence here and shall be very glad to hear any word of encouragement you may offer us respecting the important matters which occupy our deliberations.

GOVERNOR BISHOP'S ADDRESS.

Mr. President and Gentlemen of the Convention: I regret that circumstances were such as prevented my being present

at the opening of your Convention, so that I might have extended to you, in behalf of the great State of Ohio, a warm and cordial welcome to her Capital. If it is not now too late, allow me to assure you that we extend to you a welcome which comes from the heart. It is always pleasant to meet a body of distinguished men, who are assembled to confer upon matters of public importance. But it is a double pleasure to meet distinguished men, who have come together, not only from every section of our own country, but from the domains of Her Gracious Majesty, the Queen of England, to confer not upon matters of public importance alone, but how they may best alleviate the sufferings of an unfortunate class of our fellow-beings. Be assured, gentlemen of Canada, and gentlemen of the United States, that our hearts are with you in your good cause. What can be more commendable than charitable works? What is more charitable work than to give speech to the dumb, and understanding and intelligence to the deaf? It is in the remembrances of some of us, when those who were born with an infirmity of speech, intellect, or reason, were left to live their lives without hope, without ambition, a dreary existence to themselves and a drearier charge and burden to their friends. Now all is changed, the unfortunates have become the wards of the State, no expense, no labor, no trouble is spared to awaken the spark of intelligence, which, at their birth, lay dormant in their minds and to rouse to active energy and intelligence all the faculties of which they are possessed. Such, gentlemen, has been your work and the work of men like you. What a glorious result you have achieved. A class of fellow-beings, who were considered throughout their misfortune, as simply objects of sympathy and pity, have been regenerated as it were, into valuable citizens and intelligent men and women. God bless you in your efforts, and continue you in your good works.

Success in your mission will become more firmly estab-

lished and apparent if you meet frequently together for an interchange of views and the comparing of experiences. A social relation should also exist between the different Institutions for the Deaf and Dumb. Social intercourse will open many avenues for improvement which would otherwise remain closed forever. A close examination of this institution, which has been in operation for over half a century, and which has been developed under the management of its wise Superintendent and board of Trustees, will convince you, gentlemen, that the people of Ohio are alive to the importance of this most important work, and that their sympathy and prayers will be ever with your great and good work. I congratulate you in securing so large and intelligent a representation in your Convention, and beg leave to extend to you again, in behalf of the people of Ohio, a hearty welcome to our hearts and homes.

RESPONSE BY DR. CHAPIN.

Allow me, honored sir, again to thank you for the kind words you have expressed, which indicate that you already appreciate the nature of our work and its needs. We are an humble body of men and women, devoted to a peculiar department of Christian philanthropy and education. We are gathered here for our mutual acquaintance and improvement, that we may be the better fitted to fulfill the mission to which we are called.

The great State of Ohio, at the head of whose government you, sir, now stand, has clearly indicated its interest in the deaf and dumb, in this magnificent building in which we meet, which, with its appointments, is so complete in its provisions for the work for which it was erected, and also, I may say, sir, in the unbounded hospitality with which the trustees and principal of this institution have greeted us, and are entertaining us.

There are gathered here, sir, the representatives of twenty-six different States of this Union, and also of the Dominion

of Canada, representing more than that number of different institutions. Of this body, I think one-third are those who have themselves enjoyed the benefit of such instruction, and have been thereby fitted to go into the ranks of teachers of their own class. We come before you, therefore, and are here mingling together, not merely as teachers devising ways and means to further our work, but also to illustrate very clearly the efficiency of that work, the significance of it, and the value of it. If you shall have time, sir, to be with us in some of our deliberations, I think you will be convinced of that, as one and another of those who have been brought into association with their fellow-men, and instructed in all knowledge through these institutions, take their part in the discussions. There is something to me exceedingly significant in the decorations of this room in which we meet; that is, that it should be encircled with the red, white, and blue, blended in our national flag, the symbol of civil liberty everywhere. It is, that here in this centerpiece upon the wall, there should be gathered within the embrace of that flag of our country, the flags of four nations which are, with this, leaders in this work of deaf mute instruction. We see the flag of Germany, the imperial flag which now is the symbol of the rule of that empire, and the free flag, which those who have come to us from Germany desire may, in some not far distant day, be the emblem of the rule of that empire; the flag of England, the flag of France, and our own flag united. And we have here, sir, in the bust which is just over your head, represented the face of that eminent French divine, who, possessed by the spirit of our blessed Lord, gave his earnest thought to devising the way in which christian benevolence might be brought to apply to this class of our unfortunate fellow-men, the Abbe De L'Epee, who stands almost first of instructors of the deaf and dumb in the order of time, perhaps first also in devotion and in ability. On the other

side we have the bust of his eminent pupil, also a Frenchman and a divine, the Abbe Sicard, who did more, I suppose, than any other one to define and to perfect the language of signs, which is found to be so essential in this work of instruction. And then, in the center, in the portrait, which is itself the product of the genius of a mute, educated in one of these institutions, that of Michigan, we have represented the pupil of Abbe Sicard, Mr. Clerc, who came with the first American who gave his heart and soul to the study of this department of instruction, to introduce all that France could give us for the beginning of our work in this country. It seems to me, as I look upon the portrait—for I knew the man more or less from my boyhood to his death—it represents him as he was in his latter years, but I think we can see still the fire in his eye which expressed the soul that was in him of simple devotion to this benevolent work. We have not here, to-day, sir, a portrait of that eminent man who, with him, began this work in America, but we have what is better, we have his two sons, (applause), who drank in from their infancy the spirit of that father, and who have given the energies of their youth and their riper manhood in various ways to the prosecution of this work. And so we trace here something of that law of heredity of which we hear so much in scientific circles in these days; for sitting by, we have also the son of another who attained very high eminence in this work. He is the successor of his father in the administration of the largest institution for the instruction of the deaf and dumb in the world. [Applause.] We have on this floor, also, other sons who have followed their fathers in this noble calling.

This, perhaps, sir, will be sufficient as an introduction to the make-up of this convention. I could go round the circle and fix upon many points which would be of interest, but we must not linger longer here.

We feel especially gratified by your presence here to-day,

sir, because it is the intense desire of these instructors, as it is also a most important consideration with reference to the prosperity of our work, that our State officers, our legislators, our intelligent citizens generally, should bring themselves more closely into contact with this work: should know and appreciate it; should see that, though limited in its range, perhaps, it is not insignificant or fruitless. We desire so to prosecute this work that it shall ever be commended to the interest and confidence of all those who represent our civil government, both State and National.

And now, sir, let me invite you, in behalf of the Convention, to give us, for the day or two more that we may be together here, as much of your time as you can conveniently. We shall be glad to see your face here; and I think you will catch by your attendance here something of the spirit of the profession; something of the aims of those composing this Convention, which, at least, will confirm, if it needs confirming, all your confidence in the utility of this our important work. [Applause.]

THE PRESIDENT: I will ask Dr. Palmer, who represents the institution in Ontario, Canada, to say a word for himself and for that sister land.

DR. PALMER: Your Excellency, I would assure you, sir, that when I arrived in your city, and approached this beautiful building, and saw the words of welcome on the arch above the entrance, I felt that it was from the heart; and when I came in and met my old friend, the Principal, and the officers connected with this institution, I can say, that, in common with the other delegates since the opening of this Convention, we have had proofs of the warmth of that welcome. I felt, indeed, then, that we were fully welcome, sir, and when you to-day, leaving official cares and duties, have come here as the representative of this great State, and bid us welcome to your *hearts and your homes*, we feel that we are wholly and entirely welcome, and I know, sir, from the per

sonal interest which I hear you manifest in this and similar institutions, that it comes from your heart; and, sir, in behalf of the country I represent, in behalf of the institution I represent, I feel deeply grateful to you for the warm welcome you have extended us. (Applause.)

It is true that the Dominion of Canada and the United States are divided by a line on certain international questions which separates them; but, sir, in the great work in which we are engaged—in the great work of benevolence—in the great work of aiding the unfortunate—we feel that the hearts of both countries beat in common, and that no line divides us in this particular. (Applause.) I can assure you, sir, it gives me great pleasure to visit the State of Ohio. I have long been familiar with what this State has done and is doing for her afflicted of all classes; and as I heard remarked yesterday by a gentleman from another State, what she has done she has always done well (applause); and, sir, as the representative of this State, I think you have cause to feel proud of the position you occupy. When you look at your institutions for the insane, for the imbecile, for the blind, and for the deaf and dumb, and the care that you are taking of your prisoners, you can point to them and say, "These are my jewels." May I hope, sir, that your State will continue to cherish these jewels, and that you, as the representative of the State, will continue to do in the future as you have done in the past. I am glad to hear you have done so much, sir. I am glad to hear of the warm, personal interest in the public institutions which has characterized your administration also. I hope you will do all you can to see that the State carries on the good work which it has already so well commenced. This is a work in which all can engage—looking after the afflicted. It is a work that knows no country—knows no party: it is a work in which all stand on one common platform; and it will give me great pleasure to go to my adopted home, and to tell of the warm welcome

received here, and I can assure you, sir, and all connected with similar institutions in your state, that if they will come on our side, they will receive as warm a welcome as we can give them. [Applause.]

THE PRESIDENT: I will ask Dr. Gallaudet, who represents the highest department of this work as the President of the National College for Mutes at Washington, to say a word.

DR. E. M. GALLAUDET: Mr. President and your Excellency the Governor, it gives me great pleasure to unite my word of appreciation with those of my brethren of the profession who have spoken before me of the hearty welcome which this Convention has received and is receiving at the hands of all those who stand here in the attitude of managers of this institution, or officers of this great and noble State. Allusion has been made by the presiding officer to the fact of my connection with the College for the Deaf and Dumb in Washington. It is a matter of no little interest that I am able to say on this occasion to you, sir, who represent this State in its highest official capacity, that at the College in Washington, where we have been endeavoring to effect a culture that should be useful to those among the deaf and dumb who are especially fit to go through the highest course of study taught in colleges, we have had the satisfaction of receiving nearly, if not quite, a score of Ohio boys directly from this institution. [Applause.] After the training given to them here, they have come to us; and I am able to say of them that they have, in their course at Washington, reflected great honor upon this their early Alma Mater and upon this State where most of them have been born and in which they have been reared. Some of them have returned after finishing their studies with honor in Washington, to take positions here in the work that we are doing for their class; and they stand to-day in Ohio, on their native soil, in the institution where the days of their infancy were guarded and where their young minds were taught, as honored pre-

ceptors and instructors, to attest the wisdom and liberality of the State which has given them so much. (Applause.)

Mr. President, I am moved to add a word on this occasion in the direction which you have suggested, in referring to the historic connection which is established between us and the nations of the Old World, whose flags we have here, the representation of the faces of whose citizens we have with us, who are in a certain sense our forefathers, and it may not be amiss that we should remind ourselves that we have, as assembled in this Convention to-day, not only a historic connection with the nations of the world in their history of the past, but that we have a vital, present connection with those countries where the work of deaf-mute instruction is also going forward, with no less zeal and with no less success than in our own land. The proceedings of this Convention I know will be looked for with interest by the teachers of the deaf and dumb in all civilized nations. The publications of the Executive Committee of this Convention are found in nearly every clime, as also the reports, essays, and the writings of those who are here assembled; and it is well for us to bear in mind for our own encouragement, as we reflect upon the nature of our work, that we are engaged in a cause which has commanded the attention of emperors and empresses, of kings and queens, of national legislators, of imperial houses of parliament, from the inception of its labors down to the present time. One of the most beautiful institutions now existing in Europe—that established at St. Petersburg, in Russia—stands upon a foundation of a million roubles, the equal of three-quarters of a million dollars, the gift of a single individual—that individual no less distinguished than the grandmother of the present Emperor of all the Russias. [Applause.] The late imperial institution, now the National Institution for the Deaf and Dumb in France, has received for a long series of years the benefactions of that noble land, unfailingly extended through the first

revolution, when all the dogs of civil war were loose, and ever since this institution has stood firmly, sustained by whatever has been the government of the country, be that republican, monarchical, or imperial, and under the last empire in France the institution at Paris, depending on the imperial treasury, came under the especial protection of the Empress, who gave of her means and of her time to see that the interests of the institution should not suffer.

We may bear in mind also, Mr. President, that many members of our profession in Europe have been honored and encouraged by tokens of recognition from the governments of the various countries in Europe. I will not take time to recite the instances that have come under my notice, but it is a pleasant thing for me to reflect that even subordinate members of the profession, in Europe, have received marks of distinction from the rulers of the nation wherein they reside. I received, but a few days since, a letter from an intimate personal friend in Sweden, who has for ten years been a patient, humble worker, in a subordinate capacity, for the instruction of the deaf and dumb in the institution at Stockholm, informing me that the king of Sweden had named him as one of his private secretaries, and had designated him to the execution of an important work in the department of general education in Sweden. I have said enough, Mr. President, I think, to enable us to feel that we stand to-day with the eyes not only of the State of Ohio, not only of our own country, but of all the world upon us; that we are in communion with the world in a certain sense and we are here to be encouraged in a work which can not be lightly done; but a work into which nerve, and strength, and vitality must pass; and as we linger here in these pleasant associations we delight to feel that we have the support, the countenance, and the warm greeting of those who represent, as you do, sir, the power of the whole State—of the people—irrespective of sect or of party, and i that we feel strong, with that support we can go forward and

strive to do the work that we have to do, as God shall give us grace and strength to do it. [Applause.]

MR. FAY, of Ohio: I move that all further business of the Convention be suspended, and that we take a recess until three o'clock, to give the members of the Convention an opportunity to be presented to his Excellency, the Governor.

Motion carried.

AFTERNOON SESSION.

President Chapin called the Convention to order at 3 P.M.

THE PRESIDENT: The discussion was interrupted in the morning and I will allow twenty minutes to continue it.

MR. HAMMOND: I wish to call attention to one point, and that one point I conceive to be of some considerable importance, and, perhaps, somewhat overlooked. It is this: That the superintendent and teachers should take a little more pains than they do in a great many cases to keep up communication with those who have left the institution, either as graduates or those who have severed their connection, still remaining as undergraduates, and make inquiries as to their circumstances, as to their health, and try by every means to show that the teacher and superintendent still continue to be interested in the welfare of those who have left their institutions; and I find that it is quite a habit—and I confess to the weakness myself, that I am as much to blame as anybody—for teachers, when scholars who have been under their instruction have left the institution, dropped out of their sight, not to inquire sufficiently in regard to their circumstances. I think if more strict inquiries should be made in regard to these things that those who have left the institution would see that the teachers were more deeply interested in them and thus often attract them in such a way that it might effect their whole future lives.

DR. MAC INTIRE: The establishment of normal schools for the training of teachers of the deaf and dumb is not entirely new; it has been tried before. I remember reading

an account of an attempt of this kind on a large scale made in Germany some years ago. Horace Mann, in one of his reports to the Board of Education of Massachusetts, gives an account of an effort of this kind made in Prussia, in connection with the normal schools established there for the training of teachers for the common schools. Departments were instituted for training their candidates in the art of instructing the deaf and dumb, with the purpose that, when called to take charge of the parish schools, they could instruct the deaf and dumb of the neighborhood in connection with the speaking and hearing children. The attempt was to engraft on the common school system the system of deaf mute instruction, and to qualify teachers for the work individually and separately from the deaf and dumb themselves. The attempt failed, as all such attempts must fail. No amount of education, or study of the principles or theory of deaf mute instruction, whether it be by signs or by articulation, can qualify a person for this work, without being brought in immediate contact with them.

Before persons can take one step in this work, they must establish a medium of communication between themselves and their pupils; they must, as a pre-requisite to progress, not only be able to express their instruction, but they must do it in such a way as to be intelligible to their pupils, and must also be able to comprehend their modes of expression in reply. This ability to understand the deaf and dumb, and to be understood by them, can only be acquired by intercourse with them. A person may understand the manual alphabet and methodical signs, may have mastered vocal physiology and visible speech, yet when brought before a new class of deaf mutes, he is wholly without ability to proceed, because these symbols and signs express to his pupils the ideas of a language of which they are wholly ignorant, and he cannot proceed without understanding the modes of expression which they use—he must first become the pupil

and learn of them. In other words, no one, whatever his other attainments may be, can become a successful teacher of deaf mutes without learning from them their various modes of expression, and that by long and earnest study and practice.

Therefore, I think a normal school for the education of teachers of the deaf and dumb, unless it embraced an experimental school for practice, would be of very little advantage beyond what can be obtained in other institutions for the preparation of teachers of the speaking and hearing.

DR. E. M. GALLAUDET: Mr. President, may I ask for two or three minutes to refer to a remark of my respected friend from New York, as to the importance of deaf mutes forming themselves into relief and aid associations for the purpose of securing employment after leaving the institution, taking care of one another in distress and old age, etc.? I will not take time to reply to several points which I think ought to be discussed, where not everything has been said that might be said on the subject; but to one idea advanced by Dr. Peet I feel constrained to enter a respectful and friendly, but very positive protest. I refer to his advice, if I understood him correctly, given to deaf mutes, that they form associations for these purposes of helping one another, and that they restrict their giving in aid of charitable work to the deaf and dumb—to themselves; in other words, that the deaf mutes themselves need so much help that they ought not to form the habit of joining in the general charities of mankind. I cannot help thinking, Mr. President, that my friend from New York spoke without the fullest reflection; for it seems to me that that would educate deaf mutes into a narrow way of feeling and acting, taking them out from all the grand and noble movements in the interest of charity that go on in the world. I certainly should be very sorry to see deaf mutes occupying such a position. I would much rather let

those who need help run their chances of getting it from those who hear and speak, and urge and advise deaf mutes to practice general charity. If a deaf mute has ten dollars to give in charity during the year, I would certainly let him reserve a considerable portion of it for those of that class, if I may call it such—and it is a pretty large class—that has done so much for him. I think it would be narrow to educate deaf mutes to undertake to help only themselves.

DR. PEET: I am very glad that Dr. Gallaudet has let me off so easily. From the fact that he criticises nothing else, I am inclined to hope that he agrees with me in opinion, and I am quite willing to say that I said what I did thinking more of the fact that hearing people are so numerous and the deaf-mutes are so few that the absence of their charity upon the great work of the world would not be so much missed; whereas, they could not expect from the great world, which had done so much for their education, that assistance in after-life which I thought they needed. But, as far as the individual man is concerned, I do think that their contribution of their substance for their neighbor is beneficial to the individual. But I would not press that point in the slightest degree. I do not think that it is at all vital to the general scope of the question.

DR. THOMAS GALLAUDET: There is a point that seems to be quite germane to the subject. It has fallen to my lot as a member of two associations, to carry out the idea of deaf-mutes working with hearing and speaking persons. Our Society, called "The Church Mission to Deaf Mutes," including temporal as well as spiritual matters, has about one-third of its Trustees deaf-mutes; and we are trying to do what we can to assist the adult deaf-mutes of our country.

I belong to a Board of ten Trustees, five of whom are deaf-mutes, whose object is to begin an industrial home in New England. We are about purchasing a farm. Our plans are not clearly devised yet. I think we have something which

will be beneficial for deaf-mutes who do not get on in life after leaving school. We are trying to work up to the openings of Providence. We have deaf-mutes and hearing and speaking men laboring together, and we are feeling our way along in caring for deaf-mutes after leaving school.

THE PRESIDENT: I have no doubt it is the right way to "feel our way along." I will call for the reading of the paper on the "Legitimate use of Pantomime in the Education of the Deaf and Dumb," by Robert Patterson, of Ohio.

The paper was read by Dr. E. M. Gallaudet, and interpreted by Mr. Patterson.

THE LEGITIMATE USE OF PANTOMIME IN THE EDUCATION OF THE DEAF AND DUMB.

BY ROBERT PATTERSON, OF OHIO.

None of us need to be reminded that within the last decade strange revolutions in opinions have occurred in our country with regard to the education of the deaf and dumb, shaking the foundations of time-honored institutions and usages; not so much to overthrow them as to discover upon what basis they were standing and what right they had to continue to exist. It is, however, beyond my intention to discuss in this paper the various ways in which the general tendency has operated. I shall only endeavor to plead, in my humble way, for the pantomimic system of instruction, which I venture to think is in danger of being vitiated by the growing tendency to undervalue it.

Prominent among the several influences which tend greatly to unsettle the pantomimic system is the new departure, so-called, namely, articulation. Its advocates are hard at work with prophetic raptures to invest it with the

glamour of success. Not content with this, they, with great diligence and ingenuity, fill pages upon pages of the *Annals*, with articles setting forth its merits, and urge its claims in our conventions with an unwearied earnestness, all with a view to influence public opinion in its favor.

Will articulation really prevail over and exclude pantomime, and so become the sole basis of instruction? We shall have to wait patiently for the future to give the answer; should it come in the affirmative, then must the burden of responsibility fall upon the friends of pantomime alone, as they have, all along, been comparatively passive, wearing a timorous aspect, as if, like the ass in *Tristram Shandy*, they were saying "Don't thrash me—but if you will, you may!"

I beg leave to say, however, that I bear articulation no ill will. On the contrary, I admit, with great readiness, that it is wonderful and interesting; yet I think it can but ill-become any true teacher of the deaf and dumb to allow himself to be led astray by it. While I am willing enough to wish it all manner of success, I am firmly convinced that pantomime is the only true method that should serve as the basis of general instruction. In view of the fact that those who can be really benefited by articulation, are, as to number, in the proportion of, perhaps, one to ten, articulation should be taught merely with a view to give such pupils an opportunity for improving and disciplining their vocal powers.

There is no one, I think, among us that can step forward on this occasion and deny that the mute is peculiarly circumstanced. The victim of an inexorable fate, he is, necessarily, not exactly as other people; he is "with them, not of them;" accordingly, he can not, in like manner, obtain mental development. As a matter of course, he must be set apart for his education, and when he comes to the institu-

tion, no matter how old he may be, he invariably presents a pitifully low stage of mental development, with

“ ——— faculties,
Which he hath never used ; thought, with him,
Is in its infancy.”

His mental training is then wholly entrusted to the institution. Is this not a sacred trust—a trust which demands that the method best adapted to promote his intellectual growth and well-being should be employed ?

Debarred as the mute is from receiving knowledge through the medium of the ear, all ideas must, accordingly, be addressed to his mind through the organ of sight. For the successful accomplishment of this purpose, we know of only three agencies or methods—pantomime, the manual method, and articulation. The shortness of the term of school years permitted to the mute, in addition to the peculiar necessities of his mind, demands the application of that method best calculated to develop his intellectual powers. To this, which of the three methods can put the most rightful claim ? Is it not that one that will reach the mind of the mute most directly—that will most easily lift it out of its listless inactivity—that will nurture it upon knowledge with the least waste of force and time ?

As a means of instruction in the case of semi-mutes who are fortunate enough, and retain an idea of sound, and perhaps in the case of occasional congenital mutes of remarkable mental acuteness and vocal facility, articulation has, it is true, its own merits, which are plain and by no means inconsiderable ; but to attempt to make it the basis for instructing the mass seems unnatural, inhuman, and contrary to reason. For, as the mute is deprived of the guidance of the sense of hearing, and accordingly an understanding of the nature of sound, it must, necessarily, impose upon him a struggle, long and painful,

“ Thro’ weary and yet wearier hours,”

in learning to master the modulations of the voice, and the peculiarities of speech—a heavy strain both mental and physical, in fixing the attention upon the motions of the lips to catch the words—an unnatural suspense, or holding-on of the mind until sentences are completed, which renders the acquisition of knowledge slow and tedious—a toilsome effort in depending upon the memory to put his own ideas into expression. It can, then, be but more automatic than natural, and, therefore, its tendency must be rather to retard the progress of mental development, so that the results attainable can hardly justify the great waste of mental power and time which it entails.

Pantomime, on the other hand, possesses the virtue of being a natural language, with decidedly superior advantages. As the early rays of the dawn chase away darkness, so pantomime, addressing itself to the mind sleeping in the night of deafness, reaches the understanding with the soft clearness of light. It gives to the machinery of thought free and methodical motion; it excites the imagination with impressions almost as vivid and intense as though things themselves were actually seen with the eyes,"thus expanding the mind with thoughts, ideas, and feelings unknown before, and thereby giving a solid foundation for all future acquirements.

Does it not speak well for it then, that deaf mutes themselves welcome pantomime to their affections so fervently? What is still more strange, is the fact that the majority of semi-mutes who are given the benefit of articulation are not a whit less fervent in their love for the use of pantomime, and when released from the unnatural restraints imposed upon them in schools for articulation, they take to pantomime as naturally as ducks do to water. It is one thing to lead the mute to the fount of articulation, and another to compel him to be forever satisfied with its draught alone. It is no wonder that he should escape from it the very moment the hand of compulsion is removed from his neck. This proves

a great deal, does it not? Is the old saying "Love furthers knowledge" not as applicable to the deaf and dumb as to other people? What possible good reason then can there be for attempting to suppress such love?

It will be seen from the foregoing presentations that the conclusions in regard to the relative value of pantomime and articulation may be briefly stated as follows:

First: That pantomime is the best possible basis for the regular instruction of the deaf and dumb.

Second: That the teaching of articulation should be made merely an adjunct, to be given in cases when it is possible and will be of intrinsic value without trespassing too much upon the regular course of pantomimic training.

It will, of course, be as it has repeatedly been, contended, that deaf mutes learn, from using pantomime to write in "an un-English manner." "Nay, sir," said Dr. Johnson, of dancing dogs, "the creature, it is true, dances ill, but the wonder is that he should do it at all." The same might with truth be said of mutes with regard to their use of English. That pantomime is really as accountable for it as has been persistently alleged is a matter yet to be proved, and what strengthens my belief is that articulation has, thus far, failed to prove a "balm of Gilead" for the evil, for it is a fact, beyond all dispute, that those taught by articulation commit the same sins against "the King's English" as the mutes taught by the other method. It is the height of folly to expect the mute to acquire the mastery of English in the few short years of his pupilage, which, according to authority, averages less than five years. To attempt to yoke him to such a herculean task, is to violate all the laws of mental growth, and to make of him a mere human machine, not to work in symmetrical harmony, but with deplorable jarring.

All that can reasonably be done for the mute, is to give him a good practical store of general knowledge, with a

clear understanding and a familiar use of idiomatic English to enable him to mingle with comparative facility, both in the busy haunts and the social circles of life. How can the best possible results be secured? I scruple not to avow; by relying upon a habitual and dexterous use of pantomime in teachings implicity of language and idiomatic propriety. Not by any means at all, in using signs in the order of the written language, which method, I am sorry to observe, is gaining popularity. This method, I believe, is a mistake which cannot but be fatal to a true understanding of the pure racy idiom of colloquial English. Artificial in its character as it is, it wants the life, the fire, and the strength requisite to reach and stir "the mystic deeps" of the mute's mind effectively. Would that this were all; but a habitual use of it tends to encourage a lazy habit of imitation more becoming to a parrot than to the pupil. Not so much that he thus acquires a stiff and bookish style of writing, as that he gets into the habit of thinking of words in advance of ideas.

What I believe in, is in the use of natural signs with their natural freedom and force to penetrate the gloomy prison where "the soul sits within its melancholy loneliness, stupified with the excess of ignorance, doomed as it were to a life-in-death, to a consciousness of the busy living world, yet without the power of mingling in it." What I feel to be of paramount importance is to spare no pains, at the various stages of mental growth, in taxing, to the utmost, the subtlety of natural signs, to wake into active exercise, "the intuitions of the reason, the conclusions of the understanding, the thoughts of the mind, the yearnings of the spirit, the emotions and passions of the soul." Such is the power of natural signs in converting vague notions into clear ideas, and in giving life and force to thoughts; but as written language is the great want of mutes, I shall now proceed to dwell briefly upon the power of natural signs in

helping to secure for the mute an average command of English.

Says Mrs. Sigourney :

"Language is slow ; the mastery of wants
Doth teach it to the infants drop by drop,
As brooklets gather."

Now I have no hesitation in avowing that the main obstacle to the mute's securing a good use of English, comes from pushing him along and overloading him with words, without powerfully impressing their meaning and application upon the understanding, without giving the mental organism sufficient time for assimilating them. It can hardly, indeed, then be wondered at that he should break down under the heavy burden and find himself overcome with confusion with regard to this use of English. What I should maintain is, that we should be content with judiciously selecting such words and phrases as are of most practical use in every day affairs, be the stock howsoever small. With natural signs, we should accustom our pupils to fix the attention first upon the ideas and then upon the words, which we should explicitly explain—their different meanings and various positions in the construction of sentences.

As a captain leads his men on to the charge with words of fire and encouragement, so with mind-inspiring signs we should animate our pupils with a strong desire to obtain by dint of patient, persistent practice in writing a good command of words. With energetic signs we should judiciously discourage our pupils from hankering after "big-tailed words in osity and ation," and high sounding phrases.

By pushing steadily this system of pantomimic instruction, and with a unity of action among ourselves from the lowest class to the highest, we shall not fail to be rewarded with the satisfaction of starting our graduates in life with sure faith in themselves to use simple but correct language, if not to "English beautifully," as W. Taylor said of the

translators from the German. Nor will that be all; with the habit of acquisitiveness, which must, of necessity, grow out of this system our pupils will find their knowledge and ability of using language ever increasing under the guidance of their intuitive sense, which can be cultivated best through a judicious use of pantomime.

Such are my convictions with regard to the use of pantomime in the preliminary education of the deaf and dumb—pantomime, which that prince among orators, Cicero, not only admired, but also desired to learn—pantomime, which made Roscius a power among the ancient Romans—pantomime, which led Isaak Vossius to regret that the whole human race does not banish 'the plague and confusion of so many tongues,' and adopt an universal and self-evident system of signs and pantomimic expression."

A paper was read on the disuse of signs, by Z. F. Westervelt.

THE DISUSE OF SIGNS.

BY Z. F. WESTERVELT, OF ROCHESTER, N. Y.

At the Western New York Institution, at Rochester, an experiment has been initiated, within the past year, that promises more satisfactory results than have hitherto been attained. At as early a day as the present habit of our pupils renders practicable, it is our purpose to require that all conversation, all communication be carried on by means of proper English words, either spelled by the manual alphabet, or spoken, or written. The suppression of conventional signs which thus devolves upon us, has been zealously undertaken by teachers and pupils. The great subjects in-

volved in this change deserve consideration that can not be given them in a necessarily limited paper, comprising, as they do, many of the most intricate problems of psychology, the most subtle questions of linguistic science, in fact, the whole theory and practice of teaching. The brief time at my disposal has not enabled me to give the study to the preparation of this paper demanded in courtesy by the learning and ability of those whose long established methods it criticises. All that I shall attempt is to satisfy this Convention that the institution which I represent acted with the moderation and careful consideration which the importance of the change demanded.

The majority of our profession, we concede, favor the use of the language of conventional signs, not only as a means of conversation, but as a medium of instruction and mental development. In this you are sustained by Dr. Fournié in his *Essai de Psychologie*. "The gesture language," he says, "is the deaf-mute's sole possible medium of intellectual processes and of intellectual development. It is, therefore, the sole means that should be employed for these ends. The richer and fuller the sign language is rendered by intelligent teachers—not, however, in imitation of any spoken language, but in accordance with its own natural laws of growth—the better will it fulfill the purpose for which it is needed; its enrichment, development, and perfection then should be the chief aim of our endeavors."

Opposed to this principle, various articles have appeared in the *Annals* in favor of the "Natural method of teaching English." "If we would teach deaf-mutes to write English we must write to them in English." These articles have been from the pens of some of the ablest thinkers and most successful teachers engaged in our work. These leaders in reform apply their principles, in some cases, to all class-room exercises, and make for themselves a rule that their communication with pupils should be by means of either spelling, or

writing, or speech, others only forbid signs in all purely language exercises, while in studies not essentially linguistic, as geography and arithmetic, signs are used for purposes of explanation. Their attention is given chiefly to school-room work, leaving the children to acquire what language habits they may outside of school.

Their principles are in accord with Milton, Locke, Bacon, Hamilton, and others of authority in the world of thought; with Marcel and Prendergast who have recently revived the theory; and with Hennesse and Sauveur who have reduced the theories of Marcel to practice: But unlike those teachers of modern language they seem to disregard the effect of colloquial use of language foreign to the one taught. Sauveur feels the necessity of the entire abandonment of the native tongue during the acquisition of any other language. If there is such necessity for this, because of the antagonism of any two modern languages, there is certainly immensely greater necessity for the disuse of this native language when there is the wide difference between it, and the one to be acquired that there is between the deaf-mutes' sign language and the English. This contrast is between an ideographic language, without known laws of grammar or rhetoric, with no literature, no written form, with a limited vocabulary and range of thought which makes its acquisition and mastery possible in three or four years, and a language which is analytic and verbal, with a grammar of multitudinous rules and exceptions, a language of exactness, which has ingrafted into it the wealth of languages of all nations, a language, so rich in thought, so great in power, that to master it requires years of study by those to whom it is vernacular.

There seems to rest on a part of our profession a superstitious regard for the language of signs. The conviction prevails that there is a psychological necessity to the deaf for the language of pantomime, but there can be no such

necessity, there is no malformation of brain, no distortion of intellect that compels one who cannot hear to carry on his mental processes in the panoramic procession of pantomimic images, which is the only form of thought possible to one whose vernacular is signs.

Those who feel a language of signs to be essential to any process of development of "the deaf mute mind," essential to the basis, in fact, of any method of instruction, usually found their argument upon the assumption that they are the *natural* language of the deaf. Papers have been read at conventions, articles have appeared in our Annals and institution papers asking and answering the question, "Shall natural signs be abandoned?" This assumption, that the sign language is "natural," covers a very considerable part of the ground of controversy. The theory of language, as natural to man, is shown to be untenable by the modern philologists, Whitney, Max Müller, Marsh, and Farrar. The germ of language, like the germs of all human possibilities, is a part of the inheritance of the infant, and of the endowment of primeval man. Ejaculations and gestures; impulsive, natural are common to all men; but these are not language. Language expresses the relations of things, neither sounds nor motions are language till used with design to express ideas, accepted as appropriate, and by convention made their representatives. Among those who heard, the first efforts to communicate thought were by voice imitation; and so we find the root words of language onomatopoeitic. The deaf mute denied this means of communicating to the ear, addresses the imitative expression of his thought to the eye by pantomime. As primitive man who nurtured our language roots for convenience, chose a single sound from the whole possible range of sounds descriptive of an idea for its conventional sign; so the deaf mute child, abbreviating for the sake of rapid communication, takes the salient or distinguishing feature in a pantomimic description of a

sign. In this way he forms a limited vocabulary intelligible to his friends of words that may be like these, whiskers, (man), skirt tall, (woman), skirt short, (girl). He has no idea of relationship; has no distinctive signs for father and mother. Of his relatives and friends, one may be the "scarred cheek," another, "blind eyed," he may have signs for eating, sleeping, and other familiar actions for common animals and objects, and perhaps places. His vocabulary rarely includes more than fifty words. Beyond this limited range he is obliged to resort to pantomime. This sign dialect of the deaf mute child is abandoned on his entering school. His teachers communicate with him by pantomime and pictures until he becomes familiar with the artificial conventional sign language of the institution. The question asked by the advocates of the sign system, "Shall the natural signs of the deaf mute be given up?" is answered by their own practice. If any signs are natural, those certainly are which are invented by the mute himself, and used by his home circle, whose dialect it is and to whom alone the signs are intelligible. It is the custom of all our schools to ignore the signs which the pupil brings with him from home. If then we are to give him new words for his ideas may we not as easily and as satisfactorily to him, give him the spelled and written words that are the conventional signs of the English speaking people, as to give the gesticulations which have become the conventional signs of our deaf mute world? The answer to this question must depend on the comparative value of the sign language and the English, as to their intrinsic merit with special reference to their advantage to the deaf. Following this language back to its beginning, we find that Abbe De L'Epee and Sicard, disregarding the genius of pantomime, endeavor to make it conform to the genius of verbal language. They elaborated a cumbrous system of methodical signs that was as foreign to the language of pantomime, on which it was founded, as was the spoken language whose structure and idiom they endeavored

to conform to. It seems our praise is due these great missionaries, not so much for the language of their invention and their theories for the development of the deaf, as for their enthusiasm and energy, their liberality and self-sacrifice, and for drawing the attention of the world to the condition of the uneducated deaf mute, and for arousing philanthropists to exertion, and for establishing schools for their education. The language of signs was introduced into this country by Laurent Clerc, an illustrious pupil of Sicard, and by him given to the teachers of Hartford, through whom and their successors, remodeled, however, and allowed to conform to its own laws, amended and modified by every teacher who felt its deficiencies, it has become the basis of our methods of instruction, the second nature, the habitual means of communication among educated deaf mutes.

This language can not be considered the outgrowth of the deaf mute mind, but the result of the accumulated labor of three generations of learned men.

There is great difference of meaning attached to this word "signs." To the philologist all words are signs. The "non purist" teacher of articulation says he uses a sign when he points to the object as he articulates its name, and candidly confesses that the child depends more upon the gesture than upon the spoken word. These are signs, and it is certainly true that no child can be taught without such aid, and not at this time, nor at any other, do we wish to be understood as opposing these isolated signs, intelligible to all human beings alike; but they are not a language. No conversation can be carried on by their use. Most of those assembled here by the term "signs" mean a language as distinct from this gesture (of pointing) as an oration of Webster is different from the rude monosyllable of a Polynesian.

Signs once endowed with life become instinct with spirit, having individuality, character, and power. Springing from pantomimic roots, they are inspired by the genius of

pantomimic art. They determine the order of expression of thought uttered through their medium. The effort to unite the order of verbal utterance with the language of pantomime is a miscegenation, and the labor to bring forth a system of methodical signs results in abortion. Not only does this powerful human invention control the order of expression, it influences the very thought itself. The character, the morals, the religion of a people are affected by its language. Certain peculiarities, so frequently remarked in the pupils of our institutions that they have come to be considered characteristic, are attributable to the language in which they think and talk. As illustrating the power of a language to influence the character and religion of a nation, "it is a significant circumstance that no large society of which the language is not Teutonic (Gothic) ever turned Protestant, and that wherever a language derived from ancient Rome is spoken, the religion of modern Rome to this day prevails." [Quoted from Macaulay's England.]

The best political economists are generally agreed that there can not be two standards of value at the same time. The baser currency introduced into circulation drives out the more valuable and becomes the sole standard of value and medium of exchange. It is equally true that two languages at the same time can not be instruments of thought and the media of communication. It must be confessed that in our methods of instruction we have ignored this fact, and have allowed signs to be the currency used for carrying on the commerce of ideas. By this means the English language has been to too great an extent *retired* from circulation.

We admit that the English language has its difficulties for deaf mutes. We have tried to teach it as a dead language, by means of grammatical rules and exercises, and have practically failed. When, too, the language is taught principally in its written form, it can never become the means of communication nor give the satisfaction of a liv-

ing language, even though the latter be inferior. The English language was meant to be spoken. Voice modulations, with rhetorical pauses, accentuation, the grouping together of words that are connected in thought and uttering them as one, the rapidity or slowness of utterance varying with the nature of the thought to be expressed—all these, together with the appropriate facial expression, are as truly a part of our language as are the words and constructions which we employ. These accessories of speech are often almost indispensable to the understanding of a sentence. The deaf mute, for example, whose attention has been given to language principally in its written form, meets the expression, "I slipped on my overcoat." He reflects that the shaggy texture of his ulster is not eminently adapted to coasting purposes, and is puzzled. Such difficulties, arising from our idiomatic expressions, we are all familiar with. If this sentence, instead of being written, had been spelled, with the proper emphasis, the pupil would have had no difficulty in understanding it. English must be taught chiefly by means of the manual alphabet. If our pupils are to master the language, we must carefully attend to every means which helps to give the correct force to the words we use. In a word, we must cultivate elocution in spelling. The soul must speak as well as the lips or fingers. In order to gain control of this great engine of human thought, the English tongue, the mute must learn to accompany every expression with its appropriate feeling, giving to the fingers every assistance that is given to the voice.

R. H. KINNEY: Mr. President, I am glad to see that, so far as my knowledge extends, the language of signs is not taught in any of our institutions as an end, but as a means to an end, and whenever pupils have advanced sufficiently to be enabled to understand the language of the manual al-

phabet, it is employed ; and I may say that, many years ago, the lamented Dr. Stone, then Superintendent of this institution, urged his teachers to insist upon the pupils using the English language, whenever they came to the teacher with a request ; and that the teacher should, by all possible means, encourage them. The Superintendent of this institution has kept a pencil by his desk for many years, with the understanding that all his pupils who should come there to make a request of him, should take that pencil and write it out, using the English language. I know that many others have insisted upon this method, and it certainly is no new thing.

The following paper, presented by Mr. McGregor, of Cincinnati, was read orally by Dr. E. M. Gallaudet, and in signs by Mr. McGregor.

∴ Mr. President, I am greatly pleased with the paper read by Mr. Patterson, and heartily indorse its sentiments.

Being a semi-mute myself, and educated at this institution before the advent of the "new departure," I have always taken a great interest in articulation, and have watched its growth and progress in this country closely, and have always been anxious to investigate its results as manifested in the graduates of its schools. Until lately such graduates were not to be found ; but now they are beginning to make their appearance in greater numbers, and the result of their training can be judged better.

I was struck with that point in the paper which refers to the fact that articulation has failed to remedy the "deaf-mute-isms" so much complained of, and the fondness of such pupils for signs.

Among semi-mutes the results of their training in schools of articulation is excellent and commendable ; but among the congenitally deaf they are not so apparent. The latter are as sadly deficient in their command of English as mutes taught by signs ; while those from articulation schools are far behind in general information, and I have yet to see a

congenital mute who has been taught to speak so that he can mingle freely in society without the use of pencil and paper, or who prefers speaking to expressing himself in writing. I may be wrong in my conclusions that the graduates of schools of articulation seldom use their powers of speech, except among their parents and most intimate friends, and all, or nearly all, prefer signs and writing, but if so, it is because I have been unfortunate in meeting only those who do.

One instance only I will mention, that of a young man recently graduated, after an eight years' course, from one of our most prominent schools using the articulation method. He was an exceptionally bright scholar, and stood at the head of his class. He can express himself quite plainly on most commonplace subjects to those with whom he is intimate. When he left school he had no knowledge of signs, and was expressly enjoined from associating with mutes using signs or from learning them at all, but to select as his companions and friends hearing and speaking persons. For a year he obeyed the injunctions of his teachers, but, at the end of that time, he was forced to confess that it was impossible for him to associate on an equality with hearing persons without having constant recourse to pencil and paper just like any other deaf person. After a while he sought the companionship of mutes who could talk by signs, and in a very short time became an adept in their use. Then he began to see how far he was behind his fellow-mutes, who had enjoyed the same advantages in point of time in other institutions as he had, in command of the English language and general information, and he now regrets that he did not receive his education at an institute where signs are used. He now blesses the day he learned to use signs; such, I have no doubt, is the experience of the great majority of mutes taught by the method of articulation, and if that is true, the question arises, what is the use of wasting time in

teaching them to speak if it cannot be done well enough to enable them to make good use of it when they leave school?

Articulation has its place, and so has the sign language. Let each work in its sphere without overstepping the bounds of the other.

MR. J. M. PARK, of Ohio: (Interpreted by E. M. Gallaudet.) The paper of Mr. McGregor moves me to make a few remarks. I would speak of my own experience in this institution as a pupil. I was born deaf, and until the age of fourteen had no instruction in speech. At the age of fourteen, being then a pupil in this institution, I received instruction in speech, and worked very earnestly and endeavored to improve my speech for a year. I felt myself to be on the desert, and was constantly seeing the *mirage* which I never reached. I was in a thirsty land. The time consumed in all these exercises I believe was time wasted. By signs ideas are carried to the mind of the deaf-mute with great readiness. In regard to instruction given on these subjects, I hold to the opinion that through signs instruction can be given generally better than any other way. I do not oppose articulation for semi-mutes. I believe it to be useful for them to improve their speech and enable them to communicate within a certain limited range. I think that the use of signs is best for the general instruction of the deaf.

MR. MAC INTIRE: Will the Convention suspend the order of exercises for a moment until the committee makes a report on enrollment.

Agreed to, and report presented and adopted.

MR. JENKINS, of Arkansas: I have listened with much interest to the paper on the disuse of signs, and, inasmuch as it is one of the queries in my mind, I would like very much to have an expression from some of those who are long experienced in the work as to the following points: In the first place is there not a tendency in the entire disuse of signs to abbreviation in spelling? I noticed it in one case

this afternoon, for instance, in the sentence "we must." Now, is there not that danger in the first place, of abbreviating sentences? and in this way rather than being an advantage would it not be a disadvantage to the mute? The second question is this: We all know this difficulty in our colleges, that the drilling is so distasteful to the student. Now, in the use of dactylology, entirely doing away with the signs, is there any necessity for the translation of the sign language? and is there not so much discipline lost in that way? Does not the very exercise itself, of translation from signs, drill the pupil's ingenuity in the other exercises? Again, they see new words: You may give them a dictionary, and they are at a loss there because the words are new to them, and they cannot explain the new words; and it seems to me that this is the case too with dactylology; you write a new word, write out an explanation of it by use of your fingers; it seems to me it would be impossible to give a deaf-mute a conception of a word in that way. I merely present these three questions so that we may have a little more light upon them. I think that the subject is one full of importance. I see the need of more elaboration in the use of the sign language. I see the need of more improvement in it. I heartily wish that we might have some expression upon these three questions.

MR. WESTERVELT: The Western New York Institution, which I represent, enjoys the unusual advantage of the institutions of New York State by which we are permitted to receive pupils at six years of age. Most of the pupils who will enter our school this fall, will be from six to eight years old. It is not our purpose to give these young beginners the dictionary to study, but we shall from the very outset give them language, using the manual alphabet and writing. We shall make use of object lessons, and no doubt of signs, when an object can in no other way be represented; but words and language, not signs, we mean to make the medium of instruc-

tion. A deaf child of six years, having had no instruction, is very little in advance, mentally, of an ordinary hearing child of two, and should be taught in nearly the same way. The mother speaks to her little child in single words and simple sentences, making use of signs and gestures, avoiding long and complex sentences, which a child six years old would easily understand. And when the little one begins to talk, he uses first words, then the simplest combination of words, and his attempts at forming sentences are as amusing and as faulty as the efforts of a deaf mute child. But the mother constantly repeats the little word-lessons, and unthinkingly the child imitates, until by slow degrees he learns to express all his wants in simple language. So, I believe, must the deaf child be taught, and so must he be led to a knowledge of language. I do not think a child six or seven years old would derive much benefit from the mental exercise involved in translation. If he learns to translate at all, he does it without effort, unconsciously. As an illustration of the facility with which a child learns by imitation and repetition, Philip Gilbert Hamerton tells of his oldest son that, in his early childhood, he spoke English as well as any other English child, but during a sojourn in the south of France, the child learned from the native servants about him, the Provincial, and so completely did the new language supplant the old, that after three months he not only did not, but could not speak one word of his native language. Again removing to the north of France, the child soon began to use the language of that country, and, in a few weeks, the French language had as entirely taken the place of the Provincial as the Provincial had done of the English. The principle here involved is that upon which my theory is based, and which we shall try to put in practice with our younger pupils. As the hearing child imitates the language of those about him, and by unthinking repetition makes it his own, so, I believe, may the deaf child, made familiar with language

by seeing it constantly used by his teachers and playmates, learn to express first his simple wants, and as he advances, his thoughts in words and language.

MR. G. F. SCHILLING: I think I am in a position to answer Mr. Jenkins' question, having tried Mr. Westervelt's theory with a class during a course of five years, and after three years of labor in the profession. In regard to dactylogy, I found this difficulty: that, while I was spelling, or seeing any one spelling, watching that pupil intently, the other nineteen or twenty would be apt to make signs. Again, I find another disadvantage. In spelling, we make the letters with our hands; there are motions connected with the hand and fingers while we move from one letter to another; those motions take up time; the spelling must be slow, and therefore is tedious. The theories that Mr. Westervelt alludes to, I have studied with great care, and perhaps more than any one else, have had a chance to observe them, being myself of that unfortunate class who came to this country knowing nothing of its language, and for a year or more, if not a mute, was at least obliged to be silent; and, therefore, I know from personal experience a great many of the difficulties that a mute has to contend with. I therefore resorted to written language. Two results I can speak of—the one is the result on the class, the other on the teacher. To do this work successfully requires preparation on the part of the teacher each day of one, two, three, four, or five hours before he comes into the class, and it requires very close work all the time he is in the class. If a teacher will do that, he can attain great results. There need not be any such thing as deaf-muteism, and if a teacher of ordinary physical powers keeps that up for four or five years, he is apt to feel that much labor is a weariness to the flesh. Having tried it faithfully, and followed it with much interest and zeal, it being my own theory, and wishing to demonstrate its correctness, I found myself teaching for months after I had left school, notwithstanding

I had taken every possible precaution to throw off my thoughts. I am satisfied that if a teacher comes into the work half-heartedly, he will accomplish no results at all. If he goes into the work with all the energies of which he is capable, he can accomplish great results for his class, but is pretty sure to break down before his time. I will say, as a whole, that I think ultimately we shall have to use signs for religious instruction, and will necessarily have to use them. What can you do, supposing you wish to make a moral impression? Considering that our pupils, after they leave us, are deprived of many privileges, there is no faithful, conscientious teacher but what would feel that he had failed in a very important particular if he had sacrificed moral instruction for the sake of demonstrating some theory. Signs are practiced even in those institutions that claim utterly to reject them, though doubtless unconsciously and imperfectly.

I want to say *what I know*, that if the teacher is exceedingly careful, always exhausting what the pupil has learned, using writing or spelling principally, not adding too much any day, but little and little, and advancing very slowly, there need be no deaf-muteism; and if he be careful in the selection of his text-books, so that they shall not be beyond the powers of the pupil for the first four or five years of the course, he can do that, and the intellectual results to the pupils will more than equal ordinary instruction. It is my conviction that the results are not due so much to the theory as to the fact that four or five hours, more or less, are well spent outside of the school-room in preparing the work which is to be done inside. Therefore let us use signs, but so as not to abuse them.

Z. F. WESTERVELT: A little incident, which I recall to mind just now, may be given as an illustration on that point. One day on the play ground, I met the little boy to whom I referred a few minutes ago—a boy about seven years old, who has been under instruction in the use of spelling about

a year. He had on a new suit of clothes, and his smiling face and bright eyes showed his pleasure in them. As I have not myself yet overcome the habit of making signs, I said to him in signs, with an expression of surprise, "New clothes!" The little fellow put up his hand, and as if to remind me of my mistake, spelled "N-e-w c-l-o-t-h-e-s." The expression of his face showed that there was meaning, to him, in the words he spelled. Again forgetting what I had tried so hard to make my pupils remember, I said in signs, "Who made them?" and again the little fingers spelled, "Miss Palmer made them;" and every motion of the fingers uttered, as plainly almost as tongue could utter, the happiness he felt. I looked at him again, and spelled (for he had made me see by this time that he was spelling every word he said), "Are you a good boy?" A few days before this he had been a naughty boy, and had said, "I am bad, I will not be good;" and when my mother said, "I am very sorry you are so bad," he had answered, "I love to be a bad boy." He was finally brought to a realization of his iniquity, and when I asked now if he was good, he replied, "I am good and glad." I think we need no further proof that the heart and mind can be awakened and developed in the use of spelled language.

D. H. CARROLL, of Minnesota, interpreted in signs by Dr. Gallaudet: Allow me to make a few remarks on the subject now before the convention. I consider it an error to suppose that signs give the mute confused ideas with regard to language. Experience proves that foreigners, while studying the English language, make mistakes strikingly similar to those of deaf mutes while learning the same language. To illustrate: In 1876, forty or fifty Chinese boys, who were then being educated in an eastern State, visited the Centennial Exhibition at Philadelphia. Many of their examination papers and compositions were placed on exhibition by their teachers. I examined these papers with much inter-

est, with the special purpose of comparing them with the compositions of mute children. As a result, I found errors made by the Chinese boys precisely such as are made so often by deaf mutes. Now, these were bright, intelligent boys. Signs were not used in instructing them, yet they met with the same difficulties as those with which the mute has to contend. Again, a lady missionary in Asia Minor, a former teacher in the Michigan institution for deaf mutes, forwarded to a friend in the Minnesota institution a long letter written by a native Armenian girl after several years' instruction. I was permitted to read it. The entire letter abounded in just such grammatical errors and peculiar expressions as deaf mutes are liable to make.

In the New York *Independent* a Chinese youth is quoted as writing thus: "I may be try to be good. Might you hope to heaven. I see Mrs. Rigdon teacher my class Sunday school here every week. She has very kind the boys, too like her very much. Now must close this time. I will try to write you sooner."

Thus we find that hearing children from foreign lands make the same mistakes as deaf mutes in attempting to express their ideas in English; but this is certainly not due to the use of signs, as signs are not used in instructing them. As is the case with deaf mutes, they at first learn more words than they are able to combine into correct sentences. With both classes only perseverance and constant practice for a long period of time will enable them to write the English language readily and accurately.

I predict that the combination of dactylology and signs for mutes, and of dactylology and articulation for semi-mutes, will be the principal methods of teaching employed in this country in the future as in the past. Let each method brought forward have a fair and impartial trial, and the best will be sure to prevail. But the friends of the "sign method," as it is called, will not permit it to be discarded

because of the mistaken opinion entertained by a few that it is responsible for the errors the pupils make in writing English; and certainly it will not give place to any other method until that method is clearly proven to be better adapted to the end sought.

DR. PEET: Mr. President, it seems to me that the last speaker has struck the key-note of this whole matter. It seems to me that we ought to feel very grateful to Mr. Westervelt for the kind spirit in which he comes forward to make an experiment in behalf of the whole profession. If this experiment is a successful one, and by means of that we raise the deaf mutes to a higher knowledge of language, it is our duty to thank him. It is now our duty to bid him God-speed, and yet I know the man well enough to believe that if, at the end of a reasonable period, this experiment is not a successful one, he will return to his old methods.

P. A. EMERY: Interpreted by Dr. Gallaudet: If this method of spelling is used by other schools in the different countries of Europe, we ought to try to do the same. It is a mistake to give it up; also, if you do all spelling it is a mistake, and if you do all sign making it is a mistake. It is necessary to combine the two in order to get at the ideas and be able to express them clearly. In Chicago my class is in a building where there are hearing and speaking children in school, and sometimes children come into my school-room who hear and speak—children who have been under instruction several years. We have had them write on our slates and they make mistakes as well as the deaf-mutes do. A boy twelve years of age, for instance, who has been at school several years would not be able to write a correct sentence. I teach my class to read by signs and spelling both. I use some methodical signs in the order of the English language; they get the idea and they write out such a sentence as this: "That is a good boy." They often use signs without stopping to spell out the words. If we keep on using only

spelling without any signs at all we meet with deaf-mutes^s that use signs almost exclusively in their intercourse with each other. I think it is an advantage to cultivate this mode of communication, so as to express ideas rapidly among deaf-mutes that you meet out of school. Deaf-mutes are sometimes modest. I am a semi mute. I can speak with those hearing people that know me ; but as I move around among the people of the city I write to them and get their written answers, and frequently I find in them mistakes as bad as deaf-mutes ever make.

MR. HAMMOND : I want to say one thing in confirmation of what Dr. Gallaudet argued with reference to words coming to hearing people through richness of sound. An illustration of that was a Wisconsin judge whose name I suppose is familiar to many of the people of the State. In sentencing a criminal he said : " Young man ; I see written across your forehead in letters of living flame, f-r-o-a-d, fraud. [Laughter.]

DR. MAC INTIRE : I have been very much interested in this discussion, and rise for the purpose of asking whether you will not lay it on the table for the purpose of taking up the next topic.

Agreed to.

The next subject was then taken up : " Self-culture of Teachers," opened by D. H. Carroll, of Minnesota, with the following paper, interpreted by Dr. E. M. Gallaudet :

SELF-CULTURE OF TEACHERS.

BY D. H. CARROLL, OF MINNESOTA.

Thus far the proceedings of the Convention have related principally to the welfare of the pupils and the general interests of the institutions. Comparatively little has been

said about the teachers, on whose labors so much of the success of the work must ever depend.

I desire to say a few words, which I trust may call forth more from those who are better qualified to speak than myself on the importance of *self-culture* on the part of the teachers. Who that has had any considerable experience in teaching deaf-mutes has not felt the need of this. However well educated a teacher may be on entering the profession, unless he continues his studies, he finds that he is losing ground ; that he is coming down toward a level with his pupils instead of raising them up to his own.

The importance of a regular and systematic course of reading and study must be apparent to all who are engaged in teaching deaf-mutes. Our work may seem simple to the inexperienced observer, but success in it demands a great amount of miscellaneous knowledge, which can be obtained only by constant reading and study. It will not suffice for the teacher to be familiar merely with the matter in the text-books used. It might be a good plan to have a general examination occasionally of all the teachers in an institution, to be conducted by the principal or some other well qualified person as a stimulus to mental culture. A summer school for the training of teachers might be very useful. A series of lectures and a six or eight weeks course of study on subjects bearing upon our special work would prove of great advantage. Doubtless many teachers would avail themselves of the advantages of such a school, and a well qualified leader might, in the course of time, become as helpful to the teachers of deaf-mutes as was the great Agassiz to the students of natural science.

It must not by any means be imagined that the obvious necessity of self-culture on the part of the teachers indicates that they are ignorant, or unfitted for their calling. The professors in our colleges are hard students, and there is certainly nothing discreditable in teachers following their example.

As a rule, it will be found that the most studious teachers are best fitted for their work, and rise to the highest and most honorable positions in the profession.

THE PRESIDENT: This topic is now open for discussion.

DR. PEET: I desire to say a few words in connection with the paper which has just been read, not only to express my cordial appreciation of the spirit manifested by its writer, who, remembering the many difficulties he has himself been obliged to overcome, urges his deaf mute brethren to refrain from no effort that will increase their ability to be useful to their pupils, but also to call attention to the idea that this self-culture ought not to be confined to deaf teachers alone, but should be practised by all teachers of the deaf.

Every man engaged in a work of this kind should be a growing man, according to his opportunities, a learned man, to the extent of his ability, a philosopher, and as far as circumstances will allow, a leader of public opinion. In this way all our teachers, deaf and hearing, will do more for the cause everywhere than they could possibly do otherwise, and I would give more for a man who starts low and ends high, than for a man who starts high and does not make any further growth, for he will go down if he cannot go up. Progress seems to be the law of nature, and it is certainly the case, that as far as the mind is concerned, unless there is progress, there is retrogression, and I think that this is the principle upon which this paper is founded. I should like to speak in this connection of a practical illustration of this matter, in connection with our teaching at home. I ask the teachers to answer their own questions for the benefit of their pupils. With all of our classes, above the merely primary, we spend one-half of our school session every day in miscellaneous exercises. One hour we spend in the lesson of the day, and get through it as quickly as we can, making the pupil as familiar with it as possible within

the time allowed by using the language of signs which takes up much less time than that of words. We spend another hour in mathematics, putting one question at a time, and requiring each pupil to answer it, and so we go on, question after question, from day to day, until the whole subject has been thoroughly learned. The remaining two hours of the session we spend in the study of the English language, or rather the practice of the English language. To a great extent, that is done by question and answer, sometimes we show the pupils a picture, and tell them to tell all that there is in this picture; in other words, to give a complete description of it. This done, the teacher himself, after the pupils have written, and he has corrected what they have written, is accustomed to go and write a similar description himself, similar in its intent, better, it is to be hoped, in its details, so that the deaf teacher is making progress in the direction in which he wishes his pupils to make progress. He is exercising his mind and expressing it for their benefit. Every question which he asks he also answers after they have answered it, so that the result is that the pupils are getting a clearer style of writing, and the teachers themselves are getting the best practice in the use of the English language, whether they are hearing persons or whether they are deaf. And I would like to say here, that I think it is a great advantage to be obliged to write for deaf mutes. I think I have learned more of the English language in writing for deaf mutes than I ever did by writing for hearing persons, because I try to express exact ideas, and ideas that I am not ashamed of in the simplest words; and when a man can accomplish this he is a good writer. I have not reached that point yet, though I hope I may.

THE PRESIDENT: I want to express my exceeding admiration at the very brief, terse and full presentation of this matter by the young man who read his paper so well, all things considered. I have said with reference to the

whole range of teaching, that the successful teacher must keep himself alive, and no man lives longer than he grows. The tree when it ceases to grow, begins to die. A man when he ceases to grow begins to die. An institution when it ceases to grow begins to die. Life is the grand secret of success in teaching another anywhere; and life is growth.

There is one other topic on the programme. The business committee thought that the probability is that that can be brought in somewhere without serious inconvenience, just as the Convention may choose. I suppose the matter would not, probably, open a long discussion; it would be a simple illustration of the process of education. Perhaps we had better have it now, unless the Convention is weary and would prefer a recess. Dr. Peet will go on with the illustration propounded.

DR. PEET, after drawing his illustration on the blackboard, proceeded: In the institution in New York we have a system of grammatical symbols by means of which we are enabled to express all the grammatical relations of words. It is founded on a few single marks or characters. This upright mark (referring to the blackboard) represents a substantive; the horizontal mark represents an attribute; a diagonal represents assertion; a forward curve represents influence; two marks joined together by a hook represent conjunction; and a straight horizontal line divided in the middle represents time. Out of these six elements it is possible to represent every form of grammatical relation. For instance, take the upright symbol for substantive, and near its top put a little mark going upward in advance. This will indicate the subject from which the action proceeds, and will represent the nominative case. Let the same accessory go backward instead of forward and you have the objective case, the recipient of the action. By placing the symbol for attribute over that of substantive you have the possessive case. A few little modifications represent gender

and number. This (referring to the blackboard) would be the masculine, this the feminine, and this the neuter, and two little marks upward from the feet of the substantive would represent plural. We take an adjective and make two little marks below it and we have the comparative degree. We make three little marks and we have the superlative degree. Place the symbol of attribute over that of another attribute and it is an adverb. Take the mark of assertion and vary it and you indicate the various moods of the verb. You take the symbol of influence and it represents transition—the going over of the attribute from its subject to its object. Turn the symbol around and you have the passive voice. The verb “to be” represents assertion generally. The adjective represents attribute, and influence is represented by the preposition. In saying “that child is obedient to its parents” you get in the words “*is obedient to*” a combination of assertion, attribute, and influence, *is* corresponding to the first, *obedient* to the second to the third, showing that “*is obedient to*” is equivalent to the transitive verb *obeys*. The symbol for the transitive verb then is composed of the three elements just named. Place this over the middle of the line of time and you will have the present imperfect tense of the verb. Place it over the back part and you have the past imperfect, place it over the forward part and you have the future imperfect. Dr. Peet then proceeded to analyze a sentence which he wrote upon the slate surface, which extended across the front side of the room in which the Convention was assembled. He placed a separate symbol over each word, by means of which everything which could be said of it as a part of speech and of its grammatical relations, was clearly indicated, and then, by means of braces, he grouped words which formed phrases and clauses, and placed over the same the symbol which indicated the function exercised thereby, whether as substantive, adjective, adverb, etc. The final result was a reduction to one of

thirteen forms of the predicate of the English sentence, devised by himself.

MR. HAMMOND: The following resolution has been presented :

WHEREAS, Mr. Greenberger, of New York, has written as his excuse for not being present with us, that he was to-day to take unto himself a wife ; be it therefore,

Resolved, That Mr. Greenberger's excuse for not being present is a good and sufficient one, and in response to his letter the Convention sends to our absent brother congratulations and earnest wishes that the union he to-day celebrates may prove a happy one.

Resolved, That the example to-day set by Mr. Greenberger is commended to each single member of the Convention, with the injunction, "Go thou and do likewise."

DR. PEET: I think it ought to be amended in one important particular. I am opposed to lady teachers getting married for we lose them when they do.

Adjourned to Wednesday, August 21, at 9:30 A.M.

FIFTH DAY.

Wednesday, August 21, 1878.

President Chapin called the Convention to order at 9:30 A.M.

Prayer by Rev. Dr. A. D. Wilbur, of the Institution for the Blind at Batavia, New York.

The minutes of yesterday's session were read and approved.

THE PRESIDENT: Next in order will be the report of the Standing Executive Committee.

Dr. E. M. Gallaudet submitted the following report :

The Standing Executive Committee of the Convention of American Instructors of the Deaf and Dumb, beg leave to submit a report of their operations since the adjournment of the eighth Convention, held at Belleville, Canada, in the summer of 1874.

The first meeting of the Committee was held at Belleville, on the 20th of July, 1874, all the members being present, when the Committee was organized by the election of E. M. Gallaudet, as Chairman, and W. J. Palmer, as Secretary. Edward A. Fay was elected editor of the *Annals*, and the assessment for the support of the *Annals* was fixed at forty cents per pupil in each institution, taking the number in attendance during the year.

The second meeting of the Committee was held at Washington, on the 13th of January, 1875, Messrs. Peet, Gallaudet, and Stone being present. At this meeting it was determined to undertake the preparation of an index to the first twenty volumes of the *Annals*. The assessment for the support of the periodical was raised to fifty cents per pupil, and the subscription price was raised to two dollars per annum. The assessment was based upon the number of pupils in attendance at the institutions on the 16th of November preceding. Steps were taken to provide for an exhibit of the work of deaf mute instruction in America at the Centennial Exhibition. In this connection it may be of interest to mention that the large collection of reports, photographs of buildings, etc., contributed by the institutions through the Committee, were given a prominent place in the department of education of the Centennial Exhibition, and that the same collection is now a part of the Exposition at Paris.

The third meeting of the Committee was held at Philadelphia on the 12th of July, 1876, all the members being present. The report of the editor at this meeting showing the receipt of a larger revenue than was necessary to meet the expenses authorized by the Committee, a reduction of twenty per cent. was made on the assessment, making it forty cents per pupil after January, 1877.

The fourth meeting of the committee was held at New York on the 7th of November, 1877, all the members being present. At this meeting the invitation from the Board of Trustees of the Ohio Institution, for the meeting of the next Convention at Columbus, was accepted.

It was decided to undertake the reprinting of the early volumes of the *Annals*, copies of which are frequently in demand to complete sets, and which cannot be furnished by the Committee nor by any of the institutions. The editor was authorized to print an edition of 500 copies of the first volume, and to have the work done in the printing office of the New York Institution.

The fifth meeting of the Committee was held on the 16th inst. in this place. The following report from the editor

was presented to the Committee, covering the period since his appointment in 1874 to date :

COLUMBUS, OHIO, August 16, 1878.

E. M. GALLAUDET, PH.D., LL.D., *Chairman Executive Committee of Convention of American Instructors of the Deaf and Dumb :*

SIR: My receipts and disbursements as editor of the *Annals* since the last meeting of the Executive Committee (November 7, '977), have been as follows :

Receipts.

From balance on hand November 7, 1877	\$1,034 88
" assessments on institutions	1,046 10
" individual subscriptions	76 44
" sale of back numbers	5 00
Total	<u>\$2,162 42</u>

Disbursements.

For printing, etc.	\$1,070 89
" salary of editor	300 00
" articles of contributors	115 50
" postage, expressage, stationery, etc	69 93
" traveling expenses of the Executive Committee	40 26
Balance on hand	565 84
Total	<u>\$2,162 42</u>

I submit herewith, for the inspection of the Committee, the book in which the accounts have been kept, together with vouchers for all the disbursements.

About fifty copies of each number remain on hand.

My receipts and disbursements as editor of the *Annals* since the report submitted to the eighth Convention (July 15, 1874), have been as follows :

Receipts.

From balance on hand July 15, 1874	\$91 31
" assessments on institutions	6,775 60
" individual subscriptions	337 35
" sale of extra and back numbers	10 23
" advertisements	24 97
" sale of lithographic stone	50 00
Total	<u>\$7,289 46</u>

Disbursements.

For printing, engraving, and lithographing	\$4,016 40
" salary of editor	1,600 00
" articles of contributors	635 75
" postage, expressage, stationery, etc	324 52
" back volumes	45 00
" traveling expenses of Executive Committee	101 95
Balance on hand August 17, 1878	565 84
Total	<u>\$7,289 46</u>

At the time of the eighth Convention, the rate of assessment was forty cents a pupil, based on the number of pupils connected with the institutions during the year 1869. This continued until the end of the year 1874. During 1875 and 1876, the assessment was increased to fifty cents a pupil, based upon the number of pupils actually present in the institutions on the 16th of November preceding. This increase enabled the Committee to accumulate a small surplus, sufficient to meet the expense of the reprint of volume one, and the publication of the index to the first twenty volumes. Since 1876, the rate has been reduced to forty cents a pupil, based on the number of pupils in attendance at the institutions on the first of December in that year.

The following institutions now pay the assessments in full as made by the Committee:

American	\$120 00
New York	194 00
Pennsylvania	126 80
Kentucky	32 00
Ohio	169 60
Virginia	33 60
Indiana	121 20
Illinois	141 60
Georgia	14 40
South Carolina	9 60
Missouri	90 80
Louisiana	12 40
Wisconsin	62 80
Michigan	70 80
Iowa	40 00
Mississippi	9 60
Texas	16 80
Columbia	50 00
Alabama	17 20
California	26 80
Kansas	33 20
Le Conteulx	20 00
New York Improved	40 40
Clarke	26 00
Arkansas	18 40
Nebraska	15 60
West Virginia	25 60
Oregon	10 40
Maryland (Colored)	4 80
Central, N. Y.	40 00
Western, N. Y.	17 20
Halifax	14 80
Ontario	99 50

The following pay less than the assessments:

	Amount assessed.	Amount paid.
Tennessee	\$42 00	\$30 00
North Carolina	54 80	20 00
Maryland	36 00	25 00

The Minnesota, Colorado, and Western Pennsylvania institutions, and the various private, sectarian, and day schools do not share in the support of the *Annals*, but many of their teachers subscribe for it at their own expense.

The first volume has been reprinted during the past year. Four hun-

dred copies have been distributed among the institutions contributing to the support of the *Annals*, in proportion to the amount of their assessments and free of charge, while one hundred copies are retained for future demand.

The compilation and publication of the index to the first twenty volumes was committed to the editor, with the understanding that he was at liberty to avail himself of the assistance of the Rev. H. W. Syle, who had already taken some steps toward the preparation of such a work. The first part, including the index of authors, was completed and printed about two years ago; the topical index, the preparation of which has proved a labor of great magnitude, has been delayed by illness in the family of Mr. Syle and the pressure of his other duties. It is hoped the entire work will soon be published, and the rich material contained in these volumes of the *Annals*, so important to all students of the literature of the profession, thus made much more available than at present for reference and use.

Respectfully submitted.

E. A. FAY, *Editor*.

The accounts of the editor and his vouchers have been examined, from time to time, by the Committee, and found to be correct.

At the fifth meeting of the Committee, the editor was authorized to make arrangements with the publishing house of Baker, Pratt & Co., of New York, for the sale of the *Annals*, with a view to the extension of its circulation.

The annual income of the *Annals* from all sources, supposing the present rate of assessment to be continued, and all the institutions which now contribute to its support to bear the same share of the burden as at present, will be \$1,890. This estimate makes no provision for the possibility, which is not unlikely to occur, of some institution or institutions failing to pay the assessments. It would be prudent, therefore, to estimate the income at not over \$1,800 per annum.

The average annual disbursements for all expenses during the past four years, not including, however, the reprint of Volume I, has been \$1,590. It is possible that the cost of printing may be reduced somewhat further by making a special effort, but it is not safe to count on this until the effort has been made. This estimate gives us a yearly balance of \$210, which will nearly, but not quite, enable us during the coming two years, to reprint the second volume of the *Annals*. The present surplus is not much, if any, more than is needed to cover the cost of the index. It is probable, therefore, that after the publication of the index and the second volume of the *Annals*, both of which we expect to accomplish within two years, the Committee will be able to reduce the assessment eight or ten per cent.

It will be a matter of interest to those who sustain the *Annals* to learn that the circulation of this periodical has

extended beyond our own country into England, France, Belgium, Holland, Germany, Austria, Switzerland, Italy, China, Japan, Australia, and Brazil. Its articles are often translated and quoted in the foreign periodicals of the deaf and dumb.

In closing this report, the Committee beg leave to congratulate the Convention, and all who are concerned in the work of deaf-mute education, on the full and reliable support the *Annals* now receives from the boards of direction of the institutions in the United States and Canada; and to express the hope that the members of our profession will take a pride in sustaining the character of the publication by the preparation of articles that shall be of value to teachers of the deaf and dumb throughout the world.

Respectfully submitted.

E. M. GALLAUDET,
EDWARD C. STONE,
ISAAC LEWIS PEET,
THOS. MAC INTIRE,
W. J. PALMER.

MR. GUDGER: Mr. President, this morning brings the first information I have had that my State is so far behind in the matter of contributing to the *American Annals*. I, sir, am sorry that this is the case, and if I had had intimation of it before this time, it should not have been so, and if the gentlemen of the committee will do me the justice to amend their report, and place North Carolina in the list of States that have paid their full subscription, I will give them a draft this morning for the amount. [Applause.] I desire to say this, sir: North Carolina may be slow, but never unjust.

DR. E. M. GALLAUDET: I shall be happy to make the correction. It must have been through some inadvertence that the case is as it is.

MR. HOLTON: I see in this an appeal for the widening of the circulation of this paper. I am an entire stranger to the paper, but I rise to state a little incident.

THE PRESIDENT: The report is now before the house.

MR. TALBOT: I move that this report of the Executive Committee be accepted and adopted as a full statement in regard to the *Annals*.

The motion was carried.

MR. STONE, from the Committee upon Invitations, then reported the names of additional persons as invited to take seats with the Convention as honorary members, and participate in its proceedings.

THE PRESIDENT: These gentlemen will regard themselves as invited to sit with us, without going through the formality of taking a vote. I am very happy to receive them, and it is to me a very happy circumstance that, by a fortunate overlapping, we are permitted to see the faces of the members of another important kindred association.

THE PRESIDENT: Are there other reports ready? If not, we will proceed to the regular order, which is the reading of a paper on "The Duties and Responsibilities of Trustees of State Institutions for the Deaf and Dumb," by S. A. Echols, of Georgia. Mr. Fay, of Washington, will interpret the paper.

THE DUTIES AND RESPONSIBILITIES OF TRUSTEES OF STATE INSTITUTIONS FOR THE DEAF AND DUMB.

BY SAMUEL A. ECHOLS.

MR. PRESIDENT, LADIES, AND GENTLEMEN: I deem it due to myself to state that the limited time I have had in which to prepare this paper, necessarily renders its execution crude and imperfect. I had no idea, when I met you, of appearing before the Convention in any other capacity than as a listener or observer. I came, not to instruct you, but to learn, from the utterances of those who have made the subject the study of their lives, whatever might enlighten my mind, and qualify me to work intelligently in the great cause of the care and instruction of the deaf and dumb.

Your discussions assume a broad latitude, and cover all the ground coming under the scope of your duties and authority

as instructors. Your conclusions, drawn from intimate association with, and your experience in, the education and training of deaf mutes, should be made the rules of training and instruction in our institutions.

And yet the adoption of the methods and measures best calculated to promote the welfare of the unfortunates under your immediate charge rests largely in the discretion of those to whom the States entrust the oversight and general management of their institutions. It is upon the duties and responsibilities of the trustees, directors, or commissioners that I propose here briefly to comment. Occupying the position myself of a trustee, I feel sure that I may speak freely my convictions without incurring from brother trustees of the various institutions of our country, absent or attending on this Convention, any charge of presumption in addressing them as I shall do.

I shall consider first the objects of the States in appointing boards of trustees for the management of their institutions. And, first under this head, I shall premise that the institutions themselves are established by the States as public charities. Actuated by a spirit of Christian philanthropy, the people, through their representatives, provide homes and schools at the public expense for those of their fellow-citizens on whom the hand of Providence has been laid, depriving them of the senses of hearing and speech. The spirit of Him who, more than eighteen centuries ago, walked up and down through Galilee showing mercy to the afflicted, is still, thank God, in the hearts of mankind, actuating deeds of kindness and provisions of charity. These institutions have not been established by the States as investments from which to realize profits from the afflicted, but for the purpose of providing them with secular, moral, and religious instruction, which they can obtain nowhere else than in institutions of this kind.

The duties of boards of trustees of these institutions are

the carrying out of the objects for which the institutions were established. Our mission is to seek the fullest accomplishment of the benefits our States have invited their afflicted children to be partakers of. Not idly to meet as an auditing committee to approve vouchers for expenditures; not to be set up like so many figure-heads in a mummy show, nor to play the part of pliant tools to the diversified whims of different legislatures. Occupying the positions we do, we should seek to control legislation bearing upon the affairs of our institutions.

I would not be considered extravagant in my ideas upon this point, but I state as my convictions that the legislature of any State will, when properly petitioned, grant the appropriations and enact the legislation necessary to the successful operation of its charitable institutions. One of the most important duties devolving upon the board of trustees is to furnish the law-makers and people of the State full information as to the requirements of the institution. How are legislators to vote intelligently upon any question, unless made acquainted with all the facts bearing upon it? From whom shall legislators receive information relative to the wants of our institutions, except from the trustees?

I shall beg pardon for introducing a brief recital of personal experience upon this point. It is generally known among the members of this Convention that the Georgia Institution for the Deaf and Dumb has, until recently, occupied a place at the foot of this class of institutions. It was far from accomplishing the amount of good contemplated in its establishment, and what was done was but poorly done.

When, nearly three years ago, I was elected by the legislature to a membership on the board of trustees, I found myself associated with eight men, the majority of whom were afflicted with strong symptoms of American statesmanship. They spent three days in tinkering with, amending, and prating over a constitution, and in adopting a patch-work

code of by-laws as long as the law of Moses and far more abstruse. As, for three days, I sat at the feet of those Solons in the management of deaf and dumb institutions, and saw, like the Alpine peaks to the tourists,

"Laws upon laws arise
Before my wondering eyes,"

I felt that I had been placed in a responsibility compared with which that of a United States Congressman was light. They ramified every department, and prescribed the duties of every creature that moved on two feet within or about the institution. They would have no principal or superintendent, but preferred to govern directly, from the board, every person connected with the institution, from the principal teacher down to the washer-woman. It is needless that I state the results of this system; it could lead only to disaster.

At that very time the condition of our buildings and grounds was disgraceful to the State, deterring parents of scores of children from sending them to school. "Gentlemen," I appealed to them, "why don't you get money from the State to repair and refurnish these buildings?" The solemn reply was, that if we asked the legislature for five thousand dollars with which to make the needed improvements, the board would be considered extravagant, and we should all be discharged.

It now became a question with me whether I should resign my connection with such a board, or seek, in behalf of the afflicted children of the state to have the legislature effect the reform the trustees refused to undertake. Mr. Connor, our present efficient superintendent—then the principal teacher—had his resignation written. The ten years he had spent in appealing to the board for reform having been fruitless of results, his heart had grown faint. I begged him to withhold his resignation. A day or two later I wrote my resignation as trustee, and was about forwarding it to the

Governor, when my wife walked into my office, leading my little deaf-mute daughter by the hand. I told her of my determination. Pointing to our little girl, who had climbed on my knee, she said: "Are you doing your duty by your child, and those afflicted as she is, to make this surrender? Their cause is in your hands; don't forsake it." The eyes of my child were turned appealingly to mine. I tore up my resignation, and on the same day I handed to the Governor a minority report [from the board, signed by myself only. When the legislature met I went to work, and for three weeks, by day and by night, I assailed the ears of the members with the cause of our afflicted. My minority report was sustained by a vote of 181 to 19, and I had the pleasure of sending for Mr. Connor, and of having him, as the man most competent to do so, draft every line of the new law under which our institution should be governed. The legislature revised the board of trustees, retaining me alone from the old board. And now, within eighteen months, under the administration of Mr. Connor as superintendent, we have more than doubled our attendance; have expended several thousand dollars in repairing and refurnishing the institution; and to-day, in the harmony of its operations, efficiency of its work, and economy of its administration, our little institution has, in my judgment, risen to be the peer of any in the land.

As man's faith is judged by his work, I have related the history of our institution, and the reform that has been effected, to illustrate my position: that if the cause of our afflicted friends be properly presented to the legislatures they will respond with alacrity to the appeals of the boards of trustees. Show me an institution that is liberally fostered by the state, and I will show you an active, earnest working, zealous board of trustees. Given an inert or narrow-minded board, and it will not be surprising if the institution is illiberally provided for by the state. Why? Because, out

of every one hundred representatives of the people in their legislatures, you will find seventy-five who know little more of their institution than the fact of its existence. In these days of financial depression, with the people suffering and crying for relief, it is but natural that "retrenchment and reform" should be the policy of their representatives. Nowhere does this sentiment exist more strongly than in my state, and yet, to our appeals for our institution, I will guarantee that out of 219 members there will not be 19 to refuse our requirements. And are the people of other states less humane than the people of Georgia? I do not believe so. If the appeal be made in the earnest manner which humanity justifies, there is not a legislature of any state which will not promptly respond, and generously, too. And so I hold that the responsibility for procuring the necessary support, funds, or other appropriations for state institutions for the deaf and dumb, devolves upon their boards of trustees.

But the question arises, What constitute the necessities of an institution? Does the beneficence of the state contemplate, in the management of its institution, the meagre comforts of the almshouse, or such as, for instance, surround the children of the institution whose guests we now have the pleasure of being? Ladies and gentlemen, this edifice, with its elegant appointments, its almost luxurious comforts, and its beauty of architectural design, towers toward heaven, a monument to the Christian philanthropy of the people of Ohio. Were I a stranger from a foreign land, having enjoyed none of the opportunities we now enjoy of knowing the generosity and hospitality of her citizens, yet, should I be informed that this magnificent and costly structure had been erected by the State of Ohio for her deaf and dumb children, I could bend my head in homage to a people entertaining, in their hearts, the spirit of such divine charity. In the shimmering of the sunlight upon its minarets and towers

we can read the fulfillment of the command of Him whose divine care was about the afflicted: "Feed my lambs." And to-day, with all her untold wealth, with her grand resources, with her galaxy of soldiers and statesmen, and with one of her sons occupying the most exalted station in the gift of our nation, Ohio's institutions of charity are the proudest and most enduring monument to her patriotism and her civilization.

Well, every state can not afford such magnificent charities as can the wealthy State of Ohio; yet the spirit of her example is well worthy of imitation. In the education of mutes in morals and refined tastes and manners, we should surround them with whatever we may that will tend to cultivation and refinement. Through the eye the strongest impressions are made upon the mind. The mountaineer, reared with lofty peaks and crags forever in view, scenes of sublimity and awe at all times confronting his vision, is imbued with a spirit of romance and lofty daring. The child raised in the dark, squalid quarter of the city will be coarse, uncouth, and often vicious. The little girl reared where fragrant flowers blossom, where birds carol their notes of sweetness, and where the gladsome sunshine sparkles on each bud and leaf, will be merry and sweet-tempered. So will the surroundings in their institution home tend to make or to mar the beauty and symmetry of the souls of the children.

Whatever is desirable in a home of comfort and culture is desirable in a deaf and dumb institution. The state appoints us as guardians of her children for a time, and expects that we should do and provide whatever will tend to make of the children good and refined citizens. And that trustee who is narrow and niggard in his views upon this subject is unfit to be a commissioner either for the state or its afflicted wards. Since the state has established a charity, it is obligatory on us, as its agents, to see that its purposes be so carried out as to reflect credit upon the beneficence of the state.

The relation between the board of trustees and the immediate management of the institution is worthy of consideration.

I lay it down as an inflexible rule that, to every institution or organization, civic, military, or financial, there must be an executive head, through whom or by whom the directory or legislative power must govern. From our national government down to the smallest municipal corporation, this principle is acknowledged in civic affairs. From the commander-in-chief of our armies down to the captain of a company of state militia, the rule is inexorable in military regulations. Each railroad has its superintendent, and while the directory prescribes the general policy, its execution is with the superintendent. He arranges the schedules; directs at what points trains shall pass each other; changes the schedules as circumstances require for the best interests of his company; looks to the performance of duty by the various agents and employés. The directory, or any member of it, dare not change his regulations. A train delayed ten minutes, a counter order to that of the superintendent complied with, and a collision might occur, involving terrible loss of life or property.

So, in the management of our class of institutions, there must be an executive head, who shall govern the institution under the by-laws provided for him. And in the execution of his office, any interference by the trustees can be only productive of evil. It is all essential that the pupils, subordinate officers, and hired help should understand that they are under the control of the superintendent, for without this system he cannot command the obedience of the deaf-mutes or the best services of his employés.

The most important appendage to a deaf and dumb institution is a superintendent. If, after being appended, he is found to be incompetent or unreliable, so that he cannot be entrusted with its management under the regulations of the

board, he should be dropped like a hot potato, and some one substituted in his place. And no institution is in a condition to thrive until a superintendent is had to whom the board can entrust its management. But when the proper man is found, the board should delegate to him the execution of the rules of government they have prescribed.

I have served as a trustee under the two systems of government; one when the board undertook to manage the affairs of the institution directly, and the other when we have had a superintendent to manage for us. The difference between the results of the two is the difference between order and disorder—between harmony and discord—between economy and extravagance—between success and failure. I reason upon this subject in this manner: An expert is more competent in any pursuit than an inexperienced. I propose, when I represent a client, to manage the details of a trial before the court. It is his privilege and duty to indicate to me his case, and the point he desires made or gained. But my education in law, and conversance with the rules of practice, qualify me to assume the detailed management of the case, and that responsibility I prefer to assume, and any sensible client will accord it to me. The physician who has made medicine his study is more likely to understand the nature of a disease, and to treat it intelligently, than the parent or guardian who has never studied medicine. And so I am ready to accord that our superintendent, who has devoted his life to the study of the characters of deaf-mutes, to qualifying himself for instructing them, to studying the detailed management of their class of institutions, is more competent properly to manage the affairs of our institution than I am, whose knowledge of the details of such management is superficial, and therefore unreliable. I can judge, however, of his efficiency by the *results* of his administration, and when the results are unsatisfactory I am then ready to depose him in favor of some one who is capable of filling the office of superintendent.

But so long as he retains the office, I know the institution and those connected therewith in my official capacity solely through the superintendent.

One other point, coming legitimately into this discussion, I desire briefly to notice—the question of compensation of our officers and instructors.

In our ordinary educational institutions, the acquisitions of instructors are considered in the gradation of salaries. The teacher who has acquired a knowledge of, and can instruct in, other languages as well as the English, receives extra compensation over him of like ability who can instruct in English only. In all avocations, too, the amount of expertness required, and the tediousness or severity of labor are duly considered in the regulation of compensation. Those who are engaged in instructing deaf-mutes have had to acquire a double education—first, in our own language, and, secondly, in that of the deaf. But, in addition to this prerequisite, the instruction of deaf-mutes involves more labor and patient persistence than is essential in teaching those who can hear and speak. I cannot but think that the policy pursued by the managers of several of our State institutions in cutting down salaries to such pitiful allowances is grossly unjust to the patient and zealous workers in deaf-mute instruction. If the laborer is worthy of his hire, those who are engaged in this work deserve, at least, a fairer remuneration for their services than many institutions are paying. No State is so poor as to be unable to pay such servants, and those who cut down their salaries to such niggardly sums are impeaching the liberality, if not the justice of the State as employer and paymaster.

In conclusion, I would say that the responsibilities upon us as trustees are at once grave and glorious. Properly exercising our trusts, what great good have we not in our power of accomplishing? For every afflicted child brought under instruction, we are the happy instruments of adding a wreath

of honor upon the brow of our mother State, while some family circle is made happier by the means of communication being furnished between the loved unfortunate and its dear ones at home; and a yet greater blessing is vouchsafed the child in affording it the knowledge of the glories of a "sweet by-and-by," where afflictions are unknown. As our Great Exemplar in works of mercy walked to and fro, seeking out the afflicted that He might bless them, so should we seek to extend the benefits of our institutions to every one whose enlightenment must come through the instrumentality of these beneficent homes. As Christ was liberal in His charities, so should we be in the exercise of our trusts. We are engaged in a work commended to mankind by Him when His direct mission on earth had ended. Let us be zealous in it, for its fruits and our own reward will be in proportion to our zeal.

DR. CHAPIN (Dr. Peet in the Chair): Mr. President, I have heard the paper just read with very great satisfaction. It convinces me that Christian philanthropy and common sense are the same at the north and the south. With any one who properly views the relation which has been contemplated in the paper under those two simple principles, the prompting of Christian philanthropy and the judgment of common sense must rest in those conclusions. I would, if I may, add a few confirmatory words, varying, perhaps, in the illustration somewhat.

It has been my fortune now for a number of years to occupy, in different relations, a double position. As the president of a college, I have a board of trustees to whom I am responsible; as a member of the Board of Trustees of the Institution for the Education of the Deaf and Dumb in my State, I am in the position of a trustee; and, perhaps, I have had some peculiarly favorable opportunities to study these

relations from each point of view. I would, therefore, first of all define what I regard to be the legitimate function of the board of trustees of such an institution. What does the term mean? Trustees? Trustees of what? What have they in trust? Two things. They have a certain class of our fellow-citizens who are put in their charge. First of all, therefore, a board of trustees must take the interests of that class, of every individual, and the whole of them, so far as they can, under their supervision. That must be the burden that lies nearest to their hearts and heaviest upon them. Whatever pertains to their interest, to the advancement of their education, in intellect, in morals, and in manners—anything which will bring them forward as fit members of society, and develop in them the germs of that immortal nature with which, as children of God, they are endowed—must first and chiefly engage their attention. That is their first office, their first trust. They are false to that trust if they ever, on any consideration, lose sight of that interest. There is also a subordinate trust which is committed to them. They have put into their hands the resources of the State—money which they are to expend for the good of those who are most emphatically the subjects of their trust. That responsibility, of course, must be carefully regarded, and they must be found faithful to it. But I need not dwell upon that.

Then what parties do they stand related to in the administration of this trust? I have indicated already that which is first, the one most to be regarded—the pupils, the youth that are to be educated. They have also a relation to those whom they call to administer for them that trust—the principal and teachers. They have a duty to them. This duty, with reference to the pupils, has been very clearly indicated in the paper. It is to get suitable men and women to fill those places. They have a further duty with reference to those instructors themselves—to sustain them and to co-

operate with them, to be in sympathy with them, to hold up their hands in the progress of their work; and if those teachers are slandered from without, as they may be, possibly, by false accusations, by a reckless press—in whatever way it is done—to stand for their defense. Their reputations are in their hands to some extent, and they are false to their trust if they fail to guard those reputations.

And then there is that other relation to the State, to the citizens of the State, to the tax payers, to those who furnish the funds—the interest of these several parties must be looked at. Trustees discharge their trust only as with well-balanced judgment—the best that they can bring to the duties of their station—they hold the main interest up properly as ever prominent, and then in truth and faithfulness to all the other incidental and subordinate interests, plan and act in that relation. I am very happy to say that, while for thirty years I have been, as president of a college, called to administer a trust, responsible to a board of trustees, there has been no jar, no conflict ever. I turn to that board for counsel when I need it, and never in vain. I have found their support always ready. So far as I have been able to project and devise any measures, I have laid them before that board fully in the feeling, at the same time, that on myself rested the responsibility for carrying out these measures. I want them to be acquainted with everything that enters into the interests of that institution, and their support with it; and I have come now to feel that anything which commends itself to my judgment, and about which I am thoroughly satisfied, I can lay before that board of trustees on its grounds of common sense. I shall never be disappointed in their appreciation of it. They may change some of the methods, they may suggest improvements; I am glad to avail myself of them, and lean upon them, and I am sustained. And in that other relation, I have tried for these years to do the same for the institution in respect to which I have acted as a

trustee. Though we have had our trials, I am here to say to-day, that so far as the internal operations of that institution are concerned, troubles have never started in the institution ; we have been able to work heartily and happily.

MR. FAY, of Washington : May I interrupt you a moment ? I think it would be of great interest to the members of the Convention, if Dr. Chapin feels at liberty to give us some little account of the troubles in his institution. We have seen very contradictory accounts in the newspapers.

DR. CHAPIN : I did not think to bring any of our troubles before you. It is a delicate matter to speak of them, and yet, perhaps, it is the duty of a trustee to avail himself of this opportunity at least to vindicate one whose reputation, I think, has been sorely injured without any fault of his own. I will, therefore, in response to the request, state as briefly and as dispassionately as possible, what I deem to be the true facts in the case ; but I will not go back over a very long period. The recent matters, perhaps, will explain all that is needed.

More than a year ago, a gentleman who was, for good reasons, I think, asked to resign his place as teacher in the institution, has been threatening, by letters almost innumerable, sent out to various parties, that he would accomplish certain things ; that he would disturb that institution ; he would secure the removal of certain persons acting with it. Those letters had come to us in various forms and in various ways. We regarded them only so far as to be more and more watchful and careful ; in our own quiet way, looking to see if there was any ground for those charges, and we have felt all along that there was none. But, a few months ago, this gentleman obtained the ear of certain members of the State Board of Charities, which is a board that has the general supervision of all the charities of our State, to which our board is, in a manner, amenable. By his private representations, he led one or two of them to think that there

must be something in those charges; and that board, in a private way, sought evidence, taking some affidavits which seemed to indicate that there was ground for the investigation of those charges. They were pursuing their inquiries privately, not meaning to bring anything before the public. But the Paul Pry, who is ever about in these days, gets an inkling that something is going on; and the first we know, almost before they are ready to do anything on the basis of the charges they have heard, there is thrown before the public a statement of the inquiries, followed almost immediately by the presentation of the charges, in matter and in form of language such as I should be utterly unwilling to read in this mixed audience—sweeping charges touching the whole Board of Trustees without any limitation—the principal and the teachers to some extent—charging all with conduct which would properly subject those charged to the penitentiary, if they were tried and convicted. This was the form in which it came: the Board of Charities had called our board to a meeting with them, that they might present to us what they had learned. It was a friendly act on their part, and I do not blame them particularly; but almost before they could meet us, these things were all abroad in the air. We looked over those charges; we spent time in going through our institution inquiring after them, but failed to find any indication that would justify any one of them. But this, of course, was not a thorough investigation; we ourselves were involved in the charges, and an unfit body, therefore, to go into the investigation. The State Board of Charities was appointed especially for that object, and the State had made provision for their compensation, and also for the legal requisition of witnesses involved in the case. After the preliminary inquiries referred to, our board sent to the Governor of the State, with whom is the authority to order an investigation, stating our conviction that these charges were malicious in aim and without foundation, but

that they had gone before the public in such a way that we were constrained respectfully to ask him to order the State Board of Charities to make a thorough investigation of them. The Governor accordingly issued that order. We appointed a part of our board to attend and assist in the investigation. It was a thorough investigation, occupying considerable time. Their verdict came at last, after the school had closed for the year. Of that broad, sweeping tissue of accusations, nothing was found but this: on the part of one who had been for several years acting as Steward, there was now, for the first time, brought to the knowledge of the Trustees acts of his, six years before, which were regarded as mischievous and impure. The reputation of the young man had been unimpeached before that; since that time it had been unimpeached. Nothing could be found within the five or six intervening years reflecting in the least upon his character. The verdict was against him in regard to those acts, and the form in which it was expressed was certainly quite as severe as the evidence warranted. On the ground of the verdict rendered, but without adding to this stigma already affixed to his reputation by the Board of Charities, it was voted that his connection with the institute be closed on the 15th of August, the intervening time to be devoted simply to the adjustment and transfer of accounts. At the same time, agreeably to a purpose previously formed, the office of Steward was abolished, its duties being merged with those of the Superintendent.

So far as our principal, Dr. De Motte, was concerned, no testimony was found to sustain the charges brought against him. By inference from some expressions of his own on the witness stand the investigating board were led to say that, in their opinion, he had allowed himself some indiscreet familiarity with female teachers. Our board, therefore, made careful inquiry concerning the acts referred to, and were fully satisfied that there was nothing in them which

could affect unfavorably either his personal character or his influence in the institution. The so-called indiscreet acts were limited to two or three occasions, when his good will at parting or meeting, or his sympathy with one in deep affliction, or his desire to cheer one depressed in spirit, had found expression in kind words, accompanied by the greeting of a kiss.

The accuser, on the witness stand, retracted his gross charges against the trustees and others, thus acknowledging his lack of truthfulness.

Such and no more was the outcome of those sweeping accusations, yet quite extensively the public press, putting the worst possible construction upon the words of the investigating board's report, declared "that this man ought not to be continued in the institution an hour," and with an air of dictation presented what our board of trustees should do, apparently without regard to the source of these charges or to the manner in which the man's reputation was to be effected by such a dismissal. With the results of the investigation before us it was the unanimous opinion of our board that we ought not certainly to give this malicious accuser the triumph of having accomplished his end when no interest of those who are the objects of our most sacred trust is jeopardized by our action. We acted accordingly. Dr. De Motte was retained; and I stand here to-day in his behalf, to say that after two or three years of frequent intercourse with him, and after careful inquiries of those with whom he has daily intercourse, I know of nothing which justifies suspicion of impurity of thought or looseness of character on his part. Now, Mr. President and gentlemen, I have no more to say; my idea of the duty of the trustee is, as I just now said, that there do come exigencies when we are required to stand by a man so situated, so assailed. I am ready to stand by him and I believe our board are. [Applause.] I hope if the publication of these things has produced impressions un-

favorable to Dr. De Motte you will be willing to accept my statements here—and my colleagues have confirmed them—let those impressions be thereby relieved. I believe this is the position to take: that it is the duty of boards of trustees, sometimes, to stand by one whose reputation has been scandalously and maliciously assaulted. [Applause.]

DR. PEET: [In the chair.] I should like to say that if I were in the place of Dr. De Motte I should wish no higher vindication than the source and the manner in which he has been so nobly and so perfectly vindicated this day. [Applause.]

MR. W. R. BARRY: Mr. President: In listening to the reading of the very able paper of the gentlemen from Georgia (my fellow-visitor), I was reminded, sir, of a little circumstance that occurred to my pastor. On a visit to Virginia he was very unexpectedly invited to preach to a colored congregation; the colored minister invited the white minister to preach to his people. The gentleman preached so plainly, and his thrusts were so homelike and direct, that the colored preacher felt himself a little embarrassed, and after the white preacher had gotten through the colored man got up and said, "I 'spect now dat some of you people think I have been talking to this brudder, but fore God I never seed him fore dis day." [Laughter.] That relieved the embarrassment. Now, I agree to all the gentleman from Georgia has suggested, but he will pardon me if I criticise one sentence, and I notice that he alone has not fallen into the error, but that other gentlemen here have used the same expression; they talk about public charities. I, sir, do not regard the State Institution for the Education of the Deaf and Dumb as a public charity, ["good, good," and applause,] it is a public charity just so far as the education of children who can hear and speak is a public charity, and no further; it is a public duty, it is a duty that the State owes to its people, to see that all have the benefit of a common education. [Ap-

plause.] But I object, sir, and I want here to enter my protest against the use of the term public charities. Take it back, and let us go to our homes, and go to our legislators, and ask of them as a public duty and public good that all the children shall be educated, shall have the benefit of an education alike. I agree with him entirely with regard to the relation that should exist between the board of visitors, or directors, or managers, or commissioners, or whatever else you may term them, and the principal; it must not only be friendly but it must be cordial; it must not only be cordial but it must be confidential; and the principal must have the confidence of the members of the board. If this relation does not exist there can be neither harmony nor prosperity in our institutions. We in Maryland, sir, looking for a principal of our institution, looked for quality, and we found it in Ohio. [Applause.] I do not say that we could not have found it in Maryland, but circumstances were such that, in our judgment, the man to best serve our purposes came all the way from the State of Ohio; and this leads me to remark that one of the great evils we have to contend with in our institutions is the introduction of State and national politics into their management. I am glad, sir, that in Maryland we are free from this. [Applause.] We are now, and have been for several years past, under Democratic government, and yet a majority of the working members of the board of visitors of the Maryland Institution are Republican in politics. [Applause.] Our visitors are not appointed for any definite term, and the only changes made since our organization have been to fill vacancies caused by death or voluntary resignation. The appointment is made by the Governor, without sanction of the Legislature. As I remarked before, although our State went largely Democratic, our board of visitors is largely Republican, and we are harmonious; the matter of politics does not enter into our organization at all. The president

of our board of visitors, who was with us yesterday, is a Republican in politics.

MR. ELY: I would like to ask Mr. Barry to tell the Convention that he is a Democrat. [Laughter.]

MR. BARRY: Yes, I am decided in my political convictions; but Mr. Ely never yet heard me ask him what his politics were, [laughter and applause,] and if you will pardon me, sir, I do not care what they are [applause] as long as Mr. Ely, in his relation to our institution, is faithful and efficient; that is all, as a member of the board, I ask of him. To come back to the remark that the relation between the visitors and the principal must be cordial. Gentlemen of the board of visitors, let me say to you if you have any criticisms upon the management of the institution, if you see anything wrong, or if my friend, "the farmer from Wisconsin," should happen to fear he would set his foot on a nail again don't tell the carpenter about it, but go to the principal and tell him about it. [Great applause.] I think that our principal will give me credit for having as keen a pair of eyes as most visitors; but if I see anything that I think is wrong I will not mention it to the teacher or officer; I tell the principal what I have to say upon the subject and leave it with him to correct it. Another suggestion: The first nine years of our institution we had a dual head—a principal elected and responsible to the board of visitors, also a steward elected and responsible to the board—a year or more ago we abolished the office of steward, transferring the duties of the position to the principal—the result is a decided change for the better. The past year has been the most satisfactory year of any of the ten years of our institution, greater economy, perfect harmony, perfect accord and peace, and general prosperity more so than any of the ten years of our existence.

Mr. Echols touched a tender chord in my heart, sir, a very tender chord. I wondered why it was he knew so much

about the deaf and dumb. I wondered why it was, while he was talking to us, that he was so deeply interested in them; but when he spoke of having a mute daughter, silent, deaf, it brought instantly to my memory and heart my own experience of the past score of years. This dispensation of Providence has placed me in intimate connection with the interests of the deaf and dumb in the State of Maryland and city of Baltimore.

I am talking too much; but one more thought, a practical suggestion. We have in the city of Baltimore a municipal officer called the City Agent for the Deaf and Dumb. About seven years ago the Mayor of Baltimore, unsolicited upon my part, asked me to fill the position temporarily, until he could make a suitable appointment. I consented, and each succeeding administration has retained me in the position. It has been suggested that possibly I retained the position so long without competitors because there is no salary or emoluments. I shall not answer this suggestion. It has been my pleasure and duty, as City Agent, to acquaint myself with every deaf-mute child of school age in the city of Baltimore; to know where they live; and when the time comes furnish the parents with all necessary information to prepare the child for school life, and to superintend their transportation to Frederick.

The city very wisely places a small sum of money at my disposal, with which I assist those of our city pupils whose parents are unable to furnish the clothing necessary. This is a city arrangement entirely, and does not apply to the State at large. Now, what is the result? One-half of the pupils in the Maryland Institution are from the city of Baltimore; and if the counties of our State would take the same interest that the city of Baltimore does in this matter, the number of pupils would be largely increased. I throw out this practical suggestion, as there are gentlemen here from other cities in our country who, when they go home,

could have some one selected, or serve voluntarily, to look after and hunt up those that need the instruction of the deaf and dumb institutions. This I regard to be *my duty*, not only as the City Agent, but also as a member of the Board of Visitors. [Applause.]

THE CHAIRMAN: Excuse me if I ask that the discussion of the next question should be commenced now by Dr. Gallaudet, because what is to be said on one subject will also apply to the other.

MR. HOLTON: Mr. President, allow me a single moment. I arose simply to sustain all that my colleague has said before this body touching our domestic affairs, and to express my thanks in my own, and, I may say, in my colleague's behalf, for the courtesy that this Convention has thus extended to us as an institution, and for the hearing they have given Dr. Chapin; and I do this, sir, because I shall not perhaps be able to be in attendance upon the Convention any longer.

I will just add one word to what has been said by my brother trustees. I have told you that I came as a sort of a greenhorn here, and my acts at home have been rather uneducated. I have gone around the concern a good deal, and was troubled about those nails sticking up—and I am accustomed to know a nail when I see it—so I blow on the carpenter. I am going to blow on the principal hereafter about the nails. When I saw a loose door-handle, I told the carpenter I wanted him to put that handle on. I didn't want any rattling handle on any doors of our institution. One other thing: We have been troubled with the kissing question. Now, Dr. Chapin is the president of our board, and others of my associates are the executive committee, and one of us is the treasurer. I am going to move that the kissing be done by a committee, and Dr. Chapin will have no other way but to appoint me as that committee of our board, and the whole kissing hereafter shall be done by the trustees. [Laughter.]

DR. J. G. BROWN, of Pennsylvania: Mr. Chairman, I wish simply to say one or two words. I heartily endorse the paper of the gentleman from Georgia, and I feel that the good member from Baltimore has hit the nail on the head, and I would tell the story over again that was told about the colored man, to just make my speech. I only wish to say one word, as to Dr. Chapin speaking of the trustees standing between the principal and the teacher, and the duty to shield them. It is the duty of the trustees. They will not need it in Maryland, I am happy to say, but there are some States where I feel they will have need, if it is not already needed, where the trustees should stand between the principal and teachers, and this Juggernaut of proscription that has so often exulted in our country to the injury of our institutions.

THE CHAIRMAN: We will now take up the discussion of the relations that should exist between State Governments for the Deaf and Dumb when the latter are under the direct and complete control of the former. Dr. Gallaudet will open this discussion, and those who wish to speak on the subject will then have an opportunity.

E. M. GALLAUDET: The members of this Convention are very well aware that a considerable variety exists in the manner of organization of Institutions for the Deaf and Dumb in this country; that some of them are corporations in the hands of permanent officers whose tenure of office is for life; that some are governed by Boards of Direction appointed by Legislatures of the States; that others are managed by a Board of Direction appointed by the Executive of the State. The Maryland Institution, of which mention has been made, stands alone, so far as I am aware, in the manner of its organization; being actually a State Institution in close relations with the Government of the State, sustained from the Treasury of the State, open to the deaf and dumb of the State, and yet governed by a Board of Direction which has

the very permanent character of life tenure. It would be interesting for us, Mr. President, to consider the merits of these various methods of organization, but the subject which is before us now, does not admit of a discussion so wide. We are to examine the organization of institutions that are under the direct and complete control of the State in which they exist, and it is the purpose of the present discussion, so far as I am aware, to touch upon certain points in the practical workings of institutions so organized that may give occasion for anxiety. I believe there is no method which presents so many points giving rise to anxiety as this, and the suggestion made by the gentleman representing the Board of Trustees of the Maryland Institution, is directly in point; for the most serious question arising in this discussion, is this, the possible interference in the management of institutions for the deaf and dumb on political grounds. I was extremely gratified at the remarks of the gentleman from Maryland on this subject, and interested to know that one institution stands as that does, presenting to the country an example of an institution in the management of which men of the several parties combine, and agree to ignore political considerations. There is certainly much to be commended in this plan of organization, and it would be well if other States would follow the lead of Maryland in these particulars. You do not need to be told, ladies and gentlemen of this Convention, that no greater evil exists in our country to-day, certainly so far as it concerns our political interests, than the almost universal acknowledgment of the principle, that "to the victors belong the spoils." I believe I am not wrong in declaring that conformity to this false principle has been the bane of our politics. God grant that it may not go on in the exercise of its power until it shall be their ruin! For many years, so far as I am aware, even in the institutions for the deaf and dumb that were governed exclusively by the

States in which they existed, political influence was not admitted, certainly not to an extent to occasion injury; but in later years, the pressure of party has been strong enough in some instances, to bring about serious changes in the organization of institutions. I will not take time to go into the particulars of such changes, for we have rather to deal with principles than with the facts that may have occurred. And it does give me pleasure, Mr. President, to be able to say that in the State of Ohio, where, within a short time after a political campaign of a somewhat heated nature, when great pressure was brought to bear in this very direction, at the behest of the managers of the party which had come into power, that in this institution there has not only been no interference with the organization of the educational department, but that in spite of strong pressure, the existing officers from the efficient Superintendent through all the corps of teachers, have been reappointed without reference to political considerations. [Applause] And I desire, on this occasion, to hold up this action of the present dominant party of Ohio as an instance worthy to be imitated. Just how the difficulty we are considering is to be prevented, may, perhaps, not be for us to determine.

This Convention has no power to speak authoritatively; can simply give public expression to our opinions; and I feel that we may justly go so far as this, and urge, before the evils of interference in public institutions on political grounds have gone any further, that in all the States where such interference is possible through the methods of organization of the institutions, measures may be taken at an early day to render such interference impossible, either by the enactment of a law that changes shall not be made in the organization of such institutions on political grounds, or by a change in the method of the appointment of the Board of Trustees, making them more permanent, and not removable by succeeding legislatures. That would be a matter for

consideration, and for action after wise conclusions had been reached. But, certainly, we can conceive of no greater disaster that could befall the great work of instructing the deaf and dumb of this country than that the institutions for their benefit should become the foot-balls of political parties; that men and women who have worked long and faithfully should be suddenly removed from their positions, and possibly at a time in life when it would be difficult for them to make new arrangements; to be cut off from obtaining the means of support. The speaker has lived long enough in Washington to understand quite fully the wretched influence exerted upon the minds of men and women who are trying to do their duty, by the consciousness that, however faithfully they may perform their duties in the offices that they are filling, of greater or lesser importance, they may at any moment be removed from their positions, through no fault of their own. That consciousness often takes the life out of their work, making them subservient; leading them to feel that their hold upon their situations depends rather upon the influence that they can secure behind them to back them, than upon the result of a faithful performance of their duty. Mr. President, I need not draw this picture more fully; these hasty outlines, I am sure, will be sufficient to show this Convention, and to show the public who shall consider the proceedings of this Convention, how great the disaster would be if the practice should ever become general in states, where the state controls the institutions for the education of the deaf and dumb, of making appointments and removals for political reasons. And in this connection, Mr. President, I desire to make a suggestion in regard to the action of the officers of such institutions in relation to political matters. It seems to me that it is worth while for those of us who are connected with such institutions to remember that, no matter what the organization is, if its support is derived from the State, if it is doing the work which is dele-

gated to it, no matter how its immediate control may be effected, those who are doing the work of the State through the agency of such institutions, are practically officers of the State; and it seems to me that the highest principle of action in such matters would induce every one connected with such institutions to abstain at least from being partisans, or from being active in the pursuit of the objects of political parties. No one will deny that on every one to whom the right of suffrage has been accorded, also rests the duty of exercising that right. Those, who have not the right, one of whom is the present speaker, and who may perhaps, therefore be in sympathy with our friends, the ladies, some of whom complain because they have not the right, I have sometimes thought were relieved in these troublesome days of political upheaval from a duty which is often embarrassing; but in this country, and wherever the right exists, there, of course, the duty follows; and I would not say that officers of the State should abstain from the discharge of their duties as electors, but it seems to me proper that they should not be partisans, that they should not be active in politics, and so lay themselves open to the charge of using the power which they derive from their position to effect political ends. I think if that could be the rule observed by the officers of our institutions there would be no ground for complaint on the other hand by those who might claim that politics should be kept entirely out of institutions for the deaf and dumb.

There is still one point to which I desire very briefly to allude. It has been mentioned, I think, by one, if not more of the trustees of institutions that have spoken—that of making a suitable provision for the full compensation of those who are called to do the work of the State in these institutions for the deaf and dumb. I hold, Mr. President, that the state that cuts down salaries because it has the power to do it, and undertakes to save money for the State in that way out of the salaries of men and women who are

doing the most laborious sort of work, and of whom I have never heard that any have been overpaid, is performing an act of absolute injustice; it can not be looked at in any other light; and the fact that retrenchments can be effected in this manner, because teachers of the deaf and dumb are practically powerless to resist, only heightens the injustice of the act. And I trust that those that are with us now in the capacity of trustees, whose duties have been so clearly and eloquently set before them in the paper that was first read to us this morning, will never suffer such retrenchments to be made without the most earnest and persistent protest to the legislators and to committees that propose such retrenchments. There is such a thing as economizing the life out of service, and service of deaf-mute instructors in the country is too important an one to be so treated.

I can not not close these brief remarks, Mr. President, without adding a single word of very warm appreciation of the remarks which have come to us from the gentlemen who acts in the capacity of trustees or directors of institutions for the deaf and dumb. They serve as words of cheer to us who are striving to bear the heat and burden of the day, and I believe that when their earnest utterances have been given to the public as a part of the proceedings of this Convention, they will not fail to uplift and sustain and strengthen the work which we are here called upon to represent. [Applause]

MR. JACOBS: Mr. President, I desire to make but a brief remark, by way of suggestion, upon one of the phases of this question—of the relations which should exist between the State government and institutions for the deaf and dumb, when the latter are under the direct and complete control of the former. I indorse, to the letter, everything that Dr. Gallaudet has said in regard to the question of politics entering in and influencing the management of the institution. I indorse every word he has said in regard to the question of

salaries—the question of employing men and putting them into these situations, offering them a temptation to accept these situations, and then, after they have disqualified themselves for every other profession in life, to cut down their support, or turn them out in the world without a sufficient support. It is a crime against the profession, and it ought to be so declared by the profession and by the men who appreciate the importance of sustaining the profession. But there is one question in regard to appropriations from the State that I wish to allude to. The State of Kentucky, in some respects, is unique. I do not believe that the manner in which the appropriations are made is adopted or followed in any other State. It began at the organization of the institution, and has never been changed. The committees who had this organization in charge when the institution was established, more than fifty years ago, made a calculation as to what they believed would be required for each pupil in the institution, and from time to time that was adjusted and changed until a certain amount was fixed upon which would be considered sufficient to sustain each pupil that entered the institution each year, and that was made a statute of the State, and that is the law on the statute books of the State to-day, that each pupil that enters that institution is entitled to draw upon the State treasury for so much money. It is one hundred and forty dollars, fixed by statute in 1832. Afterward an appropriation was made of three thousand dollars, also fixed by statute, and it is drawn annually through the Auditor of State from the treasury, and that pays the salaries of the teachers. If there is an insufficiency of that sum, it goes into the whole amount that the institution draws out of treasury. The salaries are paid from both sums. They constitute the revenue of the institution—the income. In 1866, the extravagant increase in expenditures necessitated an increase of revenue, and the Legislature appropriated by statute three thousand dollars annually

to increase this sum, so that we now draw the sum of one hundred and forty dollars for each pupil and the sum of six thousand dollars for salaries; so that if the Legislature does not make any special appropriations for the institution, it goes on and receives its annual appropriation; and if it is necessary in the future to increase this amount, we feel confident we can go to the Legislature at any time, and ask for an increase of it. Of course, in the annual account of all expenses, every item of money expended is accounted for, and the State will, at any time, give us an increase when we really need it. This has enabled us to adjust our expenditures to our income, and to expend our income in those channels that we consider most important, one of which is to pay those we employ a reasonable salary. It has been promised them; it is given to them. They are entitled to it as long as they are in the institution; and it can not be cut down in any sort of justice, or with any sort of fairness, to the members of the profession. If a man is unfit to fill the position they have called him to, and unfit to earn the salary they have promised him, they should promptly dismiss him from the institution and employ somebody else capable of rendering the service.

DR. PALMER: Mr. President, I see the President of the Board of Education of the City of Baltimore, who is also a Director in the Institution for Colored Deaf Mutes in that city. I allude to Mr. John T. Morris. He has had great experience in these matters, and on the subject of the paper read by Mr. Echols, as he is a Trustee of the Institution for Deaf Mutes as well as a Trustee of the Institution for the Blind. I hope that you will call upon him to address the Convention just at this stage of the proceedings. [Applause.]

THE CHAIRMAN: The Convention will listen with great pleasure if Mr. Morris will come upon the platform and speak a few words in this connection.

Mr. Morris advanced to the platform.

THE CHAIRMAN: Mr. Morris will address the Convention in connection with this subject.

MR. MORRIS: Mr. Chairman, and ladies and gentlemen of the Convention: I sincerely regret, sir, that severe indisposition prevented me from reaching your city until a short time since, and on that account I have been debarred the pleasure of being present at the deliberations of your Convention; I have, therefore, had no opportunity whatever of hearing what has been said. I have, however, availed myself of the press, which has so freely and so liberally reported your proceedings, and from that source I have ascertained that during the proceedings of this Convention you have devoted yourselves to the consideration of the moral, and the intellectual, and the physical condition of those who are committed to your care, and that you have been making every possible effort to benefit them in those three relations. Surely, sir, this in itself is a noble work, and the capital of this good old State does itself great honor and credit in welcoming here this Convention and another Convention which assembles immediately succeeding your own, equally interested in benefiting the cause of humanity. It is a noble work in which you are engaged. Sir, you have accomplished great results in the past, and if you labor in the future as you have in the past, the results of the future will be found greater than those accomplished in the past. It has been my pleasure and privilege for some years past to have been connected with several institutions of this character. We do not consider them as my friend Barry, from Maryland, whom I am glad to meet on this occasion, has well said, we do not call them public charities in Maryland; we call them public duties imposed upon State legislators and others in authority, the appropriating of an amount of money sufficient for the education and for improving the condition of all those who are entitled to it. We do not look, sir, upon those who are afflicted in this way as subjects of public charity; we recog-

nize them as entitled to the same consideration as the seeing, only under different circumstances. I have had the honor, for some years past, also to have been connected with the Board of Education of our city, and I have never known any distinction either in my relation to the seeing, or to the deaf and dumb, or to the blind, in the matter of education, and to the disbursement of money for their benefit. I think it is our duty, sir, to provide most liberally, if not lavishly, for the education of those who are afflicted in this way. I think it is our duty to give them the same facilities precisely with those who are not afflicted, so that we may elevate them to the same position precisely, and that they may move and live upon the same plane that you and I do, sir.

Upon the important subject about which my friend, the representative from her Majesty, the Queen, has been kind enough to speak, I take great pleasure, sir, in saying a few words.

I have always looked upon the position, and character, and standing of a teacher, I do not care in what relation that be, whether it be of superintendent or subordinate teacher, or in whatever relation the teacher performs the duty, I have been in the habit of looking upon that person as occupying an elevated position in society. I have sometimes thought and said that if the profession has not attained the position that the other learned professions have, it is owing to those who pursue it, in part, as well as the community at large.

Were I a teacher, sir, imparting instruction to those in any position, I should demand for my profession, from the public, that regard, and that esteem, and that consideration which your profession is entitled to receive. [Applause.] I have always held, sir, that persons occupying the positions of superintendents and teachers of the deaf and dumb and the blind, as well as the seeing, should be appointed and should receive attention, not by reason of their political or by reason of their sectarian influence, but purely and exclusively from their qualifications for the place. [Applause.]

I think, sir, it would be the most unfortunate day for all charities of every kind, as the distinguished gentleman who has just left the platform said, when appointments are made from any other consideration than qualification. I think that no man should be appointed to the position of superintendent, or trustee, or commissioner, or whatever you may choose to call those taking charge of institutions of this sort, except purely from his qualifications for the place. Any man who seeks the position of superintendent, or the position of trustee or committeeman, or anything of that sort, from considerations either of a personal character, or personal aggrandizement, or party bias, is unfit for the position. Noble charities, sir, wherever they are, should have noble citizens to maintain them; and if people are put in that position who are properly fitted for the place, they should see that proper persons are put in charge of those institutions. Happily, sir, in our own State, as my friend Barry has said, we are rid of many of these embarrassments. You are aware, perhaps, and by this time this Convention are generally aware of the fact that we in Maryland have no such considerations to control us. Our boards of trustees are free from such influences. Our superintendents of the State institutions for the deaf and dumb, and blind, and insane, are free from all embarrassments on this score. No political party has sufficient influence in our State to remove persons who are performing their duty in either of these relations. [Applause.] We have learned and believe, Mr. President and members of the Convention, that a common councilman may be selected, that a legislator may be selected, or even a governor may be selected from the mass at large, without reference to his intellectual or, perhaps, moral qualifications, and often he may perform his duty as such; but you can not take a man to fill a position such as those you and other honored gentlemen around me fill, you can not take such a man from the mass at large, without training. You may find a man

who is a politician to fill a political place, but you can not find a man to take the position of those who are removed, if his party qualification is the only consideration for his appointment. I trust that those of you who are suffering from this infliction in any way may soon be relieved, as we are. I look upon the duty of a trustee to the institution with which he is connected as one of the most sacred kind. I regard the trust as of the greatest importance. With us, sir, we are in the habit of placing at the head of our institutions men in whom we have the most implicit confidence, and having that kind of confidence in their integrity and ability to discharge the trust confided to them, we leave the management of our institutions to their judgment and their conscience. I am connected with another institution besides the deaf and dumb, and we have a superintendent in whom we have the most implicit confidence. My honest impression is that the superintendent originates everything that has been for the benefit of the institution, and having that confidence, we repose in him just as we would repose in our most intimate bosom friend. In the institution for the deaf and dumb, also, they have a superintendent of the same character, and I am happy to know from the statement made by our friend Barry, that the same harmony exists there that exists elsewhere in our public institutions. I think that no man should be removed from his position who has performed his duty. If I had the power—if I were the one man power, and could make laws on the subject—I would make the office of principal of institutions of this sort permanent, appointing for life, removing only upon the failure to perform their duty, and that after a proper investigation of the charges made. Then the incumbents of this office would feel that there is some stability in the position; then they would feel, sir, that there was no risk of removal because they differed politically or religiously from those by whom they were appointed; then they would have full heart

in their work, and they would perform their work with more fidelity and perhaps with greater success.

There is one other point that our friend who last occupied the stand made, and which is, I think, also one worthy of the consideration of all trustees, and that is with reference to the proper compensation of all those who are engaged in the work. The day has never yet come, and may perhaps never come, when persons engaged in educational work will receive the full compensation to which they are entitled. I think there is nobody so badly paid, in proportion to the labor they perform, as teachers—teachers of the seeing, teachers of the blind, teachers of the deaf and dumb; and I fear the time never will come when the public will sufficiently and fully appreciate the labors they perform, so as to give them adequate compensation. There are exceptional cases, of course; but I am now speaking of the general rule. But I do hold that it is the duty of those in charge of institutions, whenever there comes a necessity for retrenching, that the last thing that shall be touched shall be the compensation of those who are managing the institutions. That is my feeling, sir; that is the way I have acted in relation to the public schools of our city, of which my friend has spoken. When the question of retrenchment came, and it was apparent to us that we must reduce expenses, and the account already was overdrawn for our schools, we determined that whatever else had to be retrenched, the salary of our teachers should be the last thing that should be touched. By united effort we succeeded in carrying our point. And I trust, sir, that in all institutions of this kind, if the time comes when the board of trustees deem it necessary to retrench for want of necessary funds for the management of your institutions, that the compensation of principal and teachers shall be the last thing that shall be touched. There are but few occupying those positions who, from their salaries alone, are able to save much for the future. If they are retired late

in life, after spending many years in the performance of their duty, if they retire from it late in life for any of these causes which I have named, without anything being saved from their salaries, they are necessarily left where no man engaged in an educational work should be left. There is no such thing as pensioning teachers. I wish such a thing were recognized. It was only recently that the most distinguished man in New York, if I mistake not, the late William Cullen Bryant argued the question fully and strongly, and made good points, why men and women who had been engaged in teaching all the early part of their life should, in old age, be pensioned the same as officers retired from the army. While the public may not come up to that point, I wish, therefore, whilst you are performing your duty, your compensation should be full. I am gratified to find that you are accomplishing such noble results. I am glad to see that the Executive of this State has visited you and tendered you a cordial welcome on behalf of the State. I am glad to see in this city, and this State, so many noble edifices for educational purposes in the State of Ohio. It indicates what the heart of the people is, it indicates how deeply they are interested in the progress of everything that benefits afflicted humanity, and I trust, sir, the time will never come in this good State, or either of the other States which are represented here, when the people will become careless or indifferent to the interests which you now have in charge.

I congratulate you again, sir, and the members of the Convention, upon the work that you have been doing, and I trust that during the remainder of your deliberations here you will coöperate, as you have done in the past, and that the action of this Convention may be felt over the entire land for good when you have adjourned.

I thank you for the kindness with which you have received me, and am very much gratified to have the opportunity of meeting you this day.

MR. GUDGER, of North Carolina: I hope that the Convention will appreciate what I state when I say that I have been in an embarrassing position this morning; not only so, sir, but for two years past. When I was appointed, I was embarrassed by publications which appeared in certain papers. I determined at that time, however, to let all that matter pass, but while I have been embarrassed this morning, I feel full well that nothing has been intended to reflect upon me, or upon my State, and, therefore, I have nothing to offer—no apology to make—about the manner of my appointment being one of that number against which the charge of political influence has been made. I say, while I have no apology to offer, and no excuse to make, I can simply state this to the Convention, and hope that they will bear with me when I do say, that when I went to the North Carolina Institution two years ago, it had 160 pupils in it; we closed with 240 last June. [Applause.] There has been in North Carolina, within the past summer, five times as much money expended in improvements as had been expended for five years, all told. To-day, we have a full treasury in North Carolina; not a single teacher's salary has been reduced; two-thirds of them have been increased since I have been there. I have not a single teacher under me there but what was with me when I became connected with the institution. [Applause.] I desired to say this much, in order that the position of my State might be thoroughly understood by the members of this Convention. I shall not admit, I say, that mine was a political appointment; I shall make no apology for it if it was; I have nothing to say on that point—nothing to admit; I just leave these facts with the Convention. Something was said about the colored deaf and dumb. Now, in North Carolina we have a colored institution; when I went there, it had, probably, forty; it closed in June with seventy-six. Next session we will have one hundred colored deaf and dumb. Where is the State, in

all this grand Union, that can say as much? I call upon the representative of Maryland to respond. Maryland is doing a good work; North Carolina is doing a better; and I know of no State that is equal to either one.

MR. DOBYNS: Being the only Texas ranger representing our institutions, I cannot, at this stage of the discussion, refrain from saying one or two words. The impression has gone abroad that the State of Texas, in the last two years, has been cutting off the heads of men, and slaying them right and left on account of political preferences; but I want to state, as my friend from North Carolina has done, that I have no apology to make; and I want to say this, that the gentleman now superintendent of the institution for the deaf and dumb, in Texas, is a gentleman who served during the whole "late unpleasantness" as an officer in the Southern army, and that he has got teachers from several portions of the country, and that he has never yet inquired one word with regard to their politics; and during this summer he has done everything he could to secure the services of a gentleman and his wife from the State of Michigan; and if he had been influenced by politics, I venture the assertion that he would never have gone so far north for one to serve in the institution. When I went there he asked me nothing about my politics; he wrote to me that he wanted somebody to teach that knew something about the signs. He wanted to get men that were posted in the work of the deaf and dumb; he cared not where they came from, or who they were. My friends from Arkansas seem to have done the very same thing; they have sent up here and taken my good old friend, Mr. Hammond, of Indiana, as superintendent of that institution. I do not suppose they asked him what his politics were; I do not suppose they thought of that. I want to say, Mr. President, that our institution, to day, is in the most prosperous condition that it has ever been. The increase that took place last year, and the year before, was

ten per cent.; this year it will be fifteen or twenty per cent ; and we have a building that, in the end, will cost fifty or sixty thousand dollars. As regards the colored people, we have not so many as our friend from North Carolina; in fact, we have never had but one application from the colored people, and that was last June, the superintendent of the institution informed the pupil's parents that he could not be received, there had been no provisions made for it, but he would try, during the summer, and make some provision. For that the law had not provided, and in order to get that pupil into the institution, I had to get married, and take him into my house this fall, and teach him myself. [Applause.] That is what we are doing for the colored people of our State, and as many more as come we will try to make some provision for them, even if another teacher has to get married. Being from the south—being a representative from the extreme south—I stand here to-day, purely a southern man, but I take my Republican friend and give him the right hand of fellowship, just as cordially as I can the strongest southern Democrat that lives to-day ; and, sir, I appreciate the kindness and hospitality, and the politeness which I have enjoyed in this State of Ohio, and shall never forget, if I should live ten hundred thousand years, and have my memory, the pleasure of this occasion, and, sir, we invite you, one and all of you, to come, and as I said to the Sunday-school, a few days ago, if you come to Austin, we will invite you, every one, home with us to dinner; and, I was going to say something else, but I leave that to my friend, Judge Holten, to do that, as he has, I believe, taken all that responsibility. [Laughter.]

MR. BARRY: Have you any other colored pupil in your State that wants to go to the institution to get an education? If you have, we have a single gentleman that we will send down there.

MR. DOBYNS: We have one.

DR. PEET: The colored man is assuming a position of very great importance, and the beneficence of the Northern heart is being returned by the South.

DR. PALMER: While the colored man is being mentioned—it is a question which should have come up as a separate question—I think I may just make this incidental remark here, upon the subject of the instruction of colored deaf mutes throughout the South, I would like to hear from a gentleman who has been constant in his attendance on our meetings; I allude to Mr. F. D. Morrison, who is principal of the colored deaf and dumb and blind institution in Baltimore. I should like to hear from him on that subject. It is a subject which might come up incidentally here in connection with Dr. Gallaudet's discussion.

THE PRESIDENT: It would give the Convention very great pleasure if Mr. Morrison would come forward.

MR. MORRISON: I would say that my venerable friend from Canada, formerly from North Carolina, taught me the necessity of considering the colored man; and in this connection I may explain my position in this Convention—how I happened to be regarded as an educator of deaf mutes. The gentleman from North Carolina says North Carolina is doing so much better than Maryland. I suppose that we will have to import more colored children; we are educating all that we have.

We found, several years ago, in our State, that we should educate the colored children. We did not undertake the work because we felt it was forced upon us, so much as we knew it to be a duty. My friend, Mr. Morris, as President of the Board of Education in Baltimore city, has under his supervision the public schools for colored children. The State of Maryland had made ample provision for colored children who possess all their faculties, and it is important, also, that the State should make provision for all the colored children who do not possess their faculties. We had one appli-

cant, I believe, to be admitted to the institution for the deaf and dumb, as there was no institution especially for colored deaf and dumb and blind children. We did not know that there was but one in the State, and I am afraid that is the condition of a good many of our States. They say they have no colored children and no provision, except in institutions for white children; and it is my experience that very few colored children will seek to be admitted into an institution with white children. They do not care to associate with them; they want a provision of their own. I was selected to go before our legislature and present this matter, and the legislature very promptly responded and made us an appropriation of ten thousand dollars a year to make the experiment. The experiment has grown now into an institution of thirty-five pupils. We do not suppose, in Maryland, as our entire population is only nine hundred thousand, that it will ever grow above five thousand or six thousand pupils. While I am not myself an expert, am not familiar with the work of educating deaf and dumb, I have become very much interested in this Convention. I have been enabled, through my friends that are in the work, to provide competent and efficient teachers for the deaf and dumb.

The blind, I claim to be somewhat familiar with their education, as I am now getting to be one of the veterans in that work. From my experience in Maryland, in our institution, I think gentlemen from other States should consider whether there is not a large number of blind deaf and dumb colored children growing up in their midst in total ignorance. In my visits to our institutions I have occasionally found one or two—the highest number three—colored children in the institution, and a hundred or two hundred white children. Now, we know that the colored population of Maryland is not so great as the population of New York, Pennsylvania, or New England, or some of the Western States; but I think that if we take them altogether we will not find three col-

ored children in all their institutions. This work I feel a very deep interest in, being myself a Southerner by birth and education, and somewhat familiar with the colored people, having been raised amongst them, I have always considered that we are probably the warmest friends of the colored people, the people in the south who know most about them. We asked our Legislature to engage in this work. The Legislature was a Democratic Legislature, that made no difference; they responded just as promptly, I suppose, as the Legislature of Massachusetts or any other State. My experience is that we are doing a good work; our pupils are fairly intelligent, and are making very great progress, for an institution so young. Before I take my seat I want to thank the members of the Convention, and especially those who have been longest in the work of educating deaf mutes and are most prominently known in their positions, for the very cordial manner in which I have been received here as the superintendent of a colored institution; and one, too, who is totally ignorant of the sign language. Of course the hospitality of the house I had expected, for I had been in Ohio before; but I really feel very grateful. I can hardly express my feeling, for the manner in which I have been received, especially by the older members of the profession. I am very glad, indeed, that I have been brought into it, although I must say that I feel almost like an interloper.

MR. CONNOR: Mr. President, I became convinced, seven or eight years ago, that we ought to make some provision for the colored deaf and dumb of Georgia, and urged it upon the Board of Trustees. They said something about it, but no steps were taken until about two years ago. We have purchased property there for the colored deaf and dumb, and expect to open a department, either in January or at the beginning of the next term after. It depends upon what provision we can get the Legislature to make. We think we will have a school there perhaps numbering from thirty to

fifty. I think the other southern States will follow. North Carolina, I think, is the leader; then Maryland; and I think Georgia will be the third.

MR. MAC INTIRE: I see that the President of the Convention for the Blind is here present—Mr. Churchman, of Indiana. He has had great experience with reference to that institution, and I would like to hear from him upon the subject of the paper read, or the discussion that has been going on.

THE CHAIRMAN: I have great pleasure to introduce to the Convention Mr. W. W. Churchman, the head of the Institution for the Blind of Indiana, and President of the Association of Superintendents and Teachers of the Blind, which is about to assemble in this city.

MR. CHURCHMAN: Mr. President, at this late hour of the day—it is probably near your time for adjourning—I hardly feel it would be right to impose any extended remarks upon this or any other subject; and it seems to me that, under the circumstances, it may be sufficient for me to say, in general terms, that with all the sentiments that have been expressed upon the management of institutions (I believe that reference was made more particularly to the management on the part of the trustees), I have the fullest accord. And I would like to say for our Hoosier State, that though impressions have sometimes gone abroad that we have been in danger of running into politics, or of having political proscription with regard to the appointment of superintendents, teachers, etc., I cannot recollect a single instance when the charge has been rightly made. For myself, though I am no politician, yet rank with Republicans, I want to say that we have had a Democratic board now for three or four years, at least a majority, and the question has never been asked me with regard to an appointment, what are the political sentiments of my candidate. No reference has been made to that subject so far, and we hope none will be made hereafter. The

subject is certainly a very important one, and one that demands the earnest consideration of all public officers, of all the legislators and occupants of the executive chairs of the various States; and I hope that so far as these things may have been practiced, that the time is nearly at an end when they will injure our institutions. I will repeat, that with the sentiments that have been expressed I am in the fullest accord. Our Convention is not yet organized. I think I may assume the responsibility of inviting the members of this Convention over to the Institution for the Blind, not far off, to attend such of our sessions as you may have it in your power to attend during the remainder of our sittings in the city. Thanking you for this opportunity to tender the invitation, I believe I have nothing further to say that will be of interest. [Applause.]

MR. MAC INTIRE: I move we take a recess until three o'clock.

MR. STONE: Mr. President, I have been charged with a message to the members of this Convention, from one of the veterans in our work; perhaps it may be appropriate to deliver it at this time. I refer to the Rev. W. W. Turner, of Hartford, so long connected with the American Asylum and President of the last Convention at Belleville. Mr. Turner desires me to say to the members of this Convention that he regretted that his failing health would prevent him from attending. He desired me to bring his cordial greeting to all the members, and express his deep and continued interest in the cause in which we were laboring, and to express his best wishes for the success of this gathering.

DR. THOMAS GALLAUDET: Allow me to offer the following resolution:

On motion of Mr. Thomas Gallaudet, the following telegram was sent to Rev. W. W. Turner, of Hartford.

The Ninth Convention of the Teachers of the Deaf and Dumb in America holds in grateful remembrance your life-

long labors for the benefit of those for whose welfare it is convened. Your executive ability and genial bearing as the President of the Eight Convention at the Ontario Institution were productive of the most gratifying results. Your mantle has fallen on a worthy successor, Rev. Dr. Chapin, President of Beloit College.

DR. THOS. GALLAUDET: I am sure that all of us have in mind the picture of our venerable friend as he presided at the meeting at Bellville, as he cordially shook hands with us from time to time, and expressed his kindly words, and in the manner in which he addressed the assemblage of our friends who showed us so much hospitality at Belleville and Pictou. I am sure that his efforts in the way of addresses, at that time, were attended with very favorable results, they produced a really good impression. I am sure in the evening of his days it will be very gratifying to him. He may be called away before we separate, we cannot tell. He is an aged man, and a few words from the Convention will be very pleasant.

MR. MAC INTIRE: I arise to second the motion, I know it is hardly necessary, because it will have the second of every one in the Convention. I have been long acquainted with Mr. Turner, have met him frequently in Conventions with the rest of you. I know the heart of this Convention will go out to him in his declining years, now that he is not able to be present. He has hardly ever been absent from the Conventions heretofore.

The resolution was unanimously adopted.

DR. THOMAS GALLAUDET: I have another resolution to offer:

Resolved, That this Convention has heard, with regret, of the resignation of Mr. J. Scott Hutton, as Principal of the Institution for the Deaf and Dumb, in Halifax, N. S., because this body is thus deprived of one of its most active and useful members. We offer to our late associate our best wishes

for his success in his new position as Vice-Principal of the Ulster Institution near Belfast, Ireland.

We all remembered our friend Hutton, his genial ways, and his attention to business at the time of the Convention, and he grew in our estimation from the time we first knew him at the Convention, and I am sure we all agree that it is a matter of regret that he has left us, and we hope that he will be successful in his new relations.

THE CHAIRMAN: The motion offered by Dr. Gallaudet has been seconded. You all understand its purport as an expression of very great encouragement to a man whom we all esteem, and whose future prosperity we desire.

The resolution was adopted unanimously.

MR. E. A. FAY: I have in my hands a letter from Mr. Valentine, a former member of the profession, expressing his regret at not being able to be present. With your permission I will hand it to the secretary to be read.

The secretary read the letter as follows:

FROM EZRA G. VALENTINE, ESQ.

CHICAGO, August 19, 1878.

Dr. E. M. Gallaudet, National Deaf Mute Convention, Columbus Ohio:

MY DEAR SIR AND FRIEND: I well remember the pleasure and profit afforded me by your call on me at my office in this city a few months since, and I have not forgotten the very kind and cordial invitation you then gave me, both in your own behalf and that of the committee, to be present at the National Convention now in session at Columbus.

Nothing would afford me greater gratification than to attend the Convention, and I regret exceedingly that other engagements prevent me that pleasure.

I assure you, that, although engaged in another field of labor, I shall ever entertain the deepest interest in the cause of deaf mute instruction. I very much enjoyed the Conventions which it has been my privilege to attend hitherto, and, I trust, the present gathering at Columbus may prove

as profitable to those in attendance, and may impart as great benefit to the profession as have the former meetings.

Please present my regards and best wishes to old friends in attendance.

Yours with great regard,

EZRA G. VALENTINE.

An invitation was presented from the Warden of the Ohio Penitentiary to visit that institution. The invitation was unanimously accepted.

THE CHAIRMAN: (Dr. Peet). I would say here that I should hope that it would be promptly accepted, and the invitation extended by the President of the Convention of the teachers of the blind, that a great majority of this Convention will show their great appreciation of this important work, which is accomplishing such wonders at this age of the world, and that they will do themselves the honor of being honorary members of that Convention as so many gentlemen of that Convention have consented to become of ours. Is there any other business for the morning? if not, according to the general arrangement, we will take a recess. Before we take our recess I would call your attention to the announcement made on the programme, that after dinner a systematic tour over the house and property of the institution will be taken. The Convention will now take a recess.

Convention took a recess to 3 P.M.

AFTERNOON SESSION.

The President called the Convention to order at 3 P.M., and announced, as first in order, a paper upon Articulation, by Mr. Westervelt.

ARTICULATION.

BY Z. F. WESTERVELT, OF ROCHESTER, N. Y.

Ten or twelve years ago articulation met nowhere with general favor. If any one had said in a Convention that he deemed

it advisable to introduce articulation into all our schools he would have been considered a fanatic. But since that time, during the intervening years, this method of instruction has grown in favor, and to-day there are few institutions in the country that have not one or more classes for instruction in this department. But in most of the American schools instruction in articulation is given only as an adjunct to the ordinary school exercises, while in Germany, and, I believe, three of our own schools, the so-called German method is used as a medium of instruction in all studies pursued. It was this "German method" which was so strongly opposed upon its introduction in this country and which still has no little opposition to contend with. What seems desirable, as a result of the discussion that is to take place this afternoon, is that those interested and engaged in the work of instruction in articulation may be encouraged to go on, that no one may be discouraged by thinking that all has been done that may be in this direction, and that those in whose minds the benefit of articulation to the deaf is still a question may be led to consider the subject further. If we can encourage those who are laboring under difficulties, without the coöperation of those who should be their most earnest supporters, to persevere, and by the results of their faithful labor convince the skeptical, our discussion will accomplish good. In reading a report made by Dr. Peet to the last Legislature, which met with such favor that it was republished in the *Annals*, I noticed a statement to this effect: "No mere approximation should be accepted. In its application to the points we are considering, this principle requires that, for practical purposes, the deaf-mute shall have a vocal utterance so clear that it shall not require, on the part of the hearer, an ear educated and attuned to his particular mode of enunciation, nor a mind quick to catch his meaning through the necessities of the connection, so natural that it shall not startle by its peculiarity, so correct that it

shall not be a perpetual appeal to the sympathies of the benevolent and the complaisance of the humane, so agreeable that it shall not excite the mirth of the unthinking nor the ridicule of the unfeeling." If we accept this, our question is answered at the very outset. Is it worth while? Is it feasible that the deaf should be taught to articulate? But it seems to me this is demanding too much of articulation, if Dr. Peet really means what his words imply. Upon reading this I reviewed mentally my own work; not only my work in the articulation class but in other classes; my own work, and all the work I had seen done by able teachers in sign classes, and I was obliged to acknowledge that if our schools are expected to approach so high a standard we must admit that we have come far short of success. We are trying to teach our pupils to write, to give them an intelligent use of the English language, but can any teacher say, subjecting it to a similar test as that to which Dr. Peet would subject the articulation of the deaf, that the composition of a deaf-mute pupil of from 8 to 10 years' standing is so clear that it does not require, on the part of the hearer, some familiarity with his style, at least an acquaintance with the peculiarities common to the compositions of deaf-mute pupils to enable him to understand it? Oftentimes I have been called upon, by persons unfamiliar with the deaf, to interpret the writings of even so-called educated deaf-mutes; and it has required the skill gained by years of association with the deaf to enable me to understand them myself. These, of course, were compositions not of bright scholars, but of those of ordinary capacity, perhaps, below the average in ability. But the compositions of a majority of our pupils who have been in school five or six years will not, I believe, come up to this standard. The style of their composition is not natural; it is full of errors and peculiarities which would, unquestionably, startle the ear of the hearer uninformd as to the condition of the writer. Take for example one of our

deaf-mute newspapers—the *Deaf-Mute Journal*. It is full of inaccuracies, and I am sure that one who would pronounce the work well done must consider how great were the difficulties to overcome.

The sympathies of the intelligent reader must be awakened not less by their ineffectual attempts at a correct, easy, and graceful style of composition, than by the oftentimes labored attempt of the deaf person who speaks. It seems to me that all that can be required of articulation (and it is as much as we do or can attain in very many cases in teaching written language), is that the pupil should be able to communicate readily with his friends at home, and with those associated with him in work—in whatever employment he may engage. We are not called upon to make accomplished orators of our pupils, or even to fit the child of medium ability to become a polished member of society. We are expected to train them to habits of industry, and to give them such means of communication with speaking people as will best insure their success in business, render them most useful and happy in their homes, and agreeable as members of society. As our pupils after leaving school are to be surrounded by hearing people, they should have given them, if possible, that means of communication which will be most natural, most easily comprehended, and least annoying to their friends. I find in Dr. Gillett's report of 1874, returns from fifteen or twenty parents, to whom he sent a list of questions, from which it is shown that twelve or fifteen of the pupils of his school (I do not know what number received instruction) had learned to speak so well that when at home they were in the habit of conversing with their parents and friends, also, to some extent, with strangers unaccustomed to their peculiarities of voice and enunciation. I have not had opportunity to obtain reports from other institutions on this point, but believe we should find upon inquiring as much to encourage us, where teach-

ers of special ability have labored zealously, and with faith in what they undertook. As to the value of articulation to the deaf—a deaf mute who has not himself learned its worth, cannot be considered a competent judge. The gentleman who spoke upon this subject yesterday, said that after one year's instruction in articulation, he had accomplished so little, that he considered his year wasted. Though this is to himself a conclusive argument against articulation, I think it is only so, in so far as he is concerned. Does it argue against the advisability of giving instruction in music to children, that a lady of my acquaintance who gave a year to the study and practice of piano music in her girlhood, could not at the end of the year play upon the piano, had in fact scarcely mastered the rudiments? We might attribute her failure—as she considered it—to a lack of ability on her part, or to the fact that she had given herself only time sufficient to make a beginning, but the single case proves nothing. No more does the fact that a deaf son brought up by deaf mute parents, who devoted a single year to the study of articulation without success and without satisfaction to himself, argue against the value of articulation to the deaf. It should not be overlooked, the fact that the art of teaching the deaf to speak is comparatively new in our country. We have few teachers who are experienced, who know what may be accomplished, what may be expected of their pupils. Among all the institutions there are few teachers of articulation who are regarded as competent masters in their profession. Some years ago an experiment in teaching articulation was made in this institution. Mr. Fay employed two teachers who had been teachers of signs, and for two years they had charge of classes in which articulation was taught, and all instruction was given by this method. At the end of that time it was decided that the effort was a failure. Mr. Fay intended that the trial should be a fair one, and it was, so

far as was possible, at that time; but those teachers who worked so diligently and faithfully had not the knowledge requisite to success in this department. They were not as well prepared for their work as some of the teachers in this country now are. I am well acquainted with them both, and I am sure that neither of them will feel that I speak unkindly, when I say that their knowledge of how articulation should be taught, was very limited. They were merely experimenting in what they did not profess to understand. Because there are at this day teachers who labor more successfully, pupils who are taught to articulate, no one will say that those teachers lacked energy, or their pupils ability. But we must acknowledge that methods have been improved, and that in the hands of more experienced teachers, better work can be and is done. That system of instruction known as Bell's method, in which his symbols of visible speech are adapted to the instruction of the deaf in articulation, is now generally considered the best, and has been introduced into the institution at Northampton, in the Boston Day-school, in the New York, and, I think, the Ohio Institution, in the Western New York Institution, and in Illinois. In some of these schools very considerable success has been achieved. But we cannot attribute the greater success attained in certain schools wholly to the superiority of the methods pursued. We believe in every case the degree of success obtained, depends principally upon the adaptability of the teacher to the work. To any one who has ever attempted to teach articulation, or who has seen it taught, it must be evident that very little can be accomplished with large classes. How can it be expected that the teacher of a class of fifty or sixty pupils should be successful, should be otherwise than disheartened and hopeless, and unfitted for effective labor. An institution where the teacher of articulation has labored under such disadvantage, will have no good results to boast, and cannot fairly base a judg-

ment upon its own experience. To those schools where competent teachers, under the most favorable circumstances, have met with greatest success, we should look for our encouragement and for example. I was last evening in company with two young girls—deaf mutes—perhaps fifteen or sixteen years old. They were conversing together in spoken language naturally and easily, and in a most interested and interesting manner. It was evident from their enjoyment that they understood each other very nearly as well as hearing children do when talking together at their play or work. It was wonderful to see them thus conversing, and delightful to witness their enjoyment. They did not at once notice that they were observed, so absorbed were they in their conversation; when they became conscious of it they left the room to continue their little chat unmolested, but we had a better opportunity of judging of their ability in reading the lips, when they were recalled. Their quickness in this was also surprising and gratifying. If so much can be done with six or eight year's instruction, how much more may be accomplished in ten, twelve and fourteen years, the term of instruction allowed in some States. In our own institution we have two or three congenital mutes who are beginning to speak intelligibly; of course using only the simplest language, and we think we may reasonably expect that by the time they leave school they will be able to converse well in spoken language. We have two special teachers of articulation, under whose direction most of the other teachers instruct their own classes. It is not my intention, I would not venture to assail the methods of instruction followed in our institutions. I know that to every man his own ways are dear—it is certainly so with me—all that I hope to do to-day, is to bring before the Convention a subject which I feel to be one of great importance, and deserving your consideration. It has been discussed more or less at every preceding Convention, and with growing favor. The reports

of institutions, laid before those who are members of this Convention from time to time, give evidence of greater interest in the subject, and of more and better work accomplished. It has been suggested that a normal school for those wishing to become teachers of the deaf might be established, and no doubt it would be of great advantage in our work. Of equal advantage, I think, would be a normal class in which teachers could prepare for the work of instruction in articulation. But, I remember that passage in the bible which says, "Let not him that girdeth on his harness, boast himself as he that putteth it off." I am greatly interested in this subject of articulation, and shall be glad to hear it discussed by those of you who are older in the work than I.

MR. ATWOOD: [Interpreted by Dr. Gallaudet.] I have no objections to Mr. Westervelt's paper. I believe that articulation can be taught, and it is useful if parents exercise the means of speaking. I learned some of it when I came to the school at Hartford. I received instruction from a lady in articulation and made but little progress. Others made more progress than I did. I believe in articulation schools, and I believe in schools where sign language is used. I only complain against articulation schools because they do not use the manual alphabet at all; just simply confine the pupil to articulation. They have institutions for articulation and sign language going on at the same time. At Boston, and Northampton, and Portland, they use no signs. I meet some of these pupils and I write. They cannot spell. I use signs. I think that some of their language is not as clear as it might be. I think that signs would impart clearer ideas to words. I am of the opinion that, in articulation schools, you have some use for the manual alphabet and signs, although I am not opposed to teaching articulation at all.

MR. GREENER: [Interpreted by Dr. Gallaudet.] I lost my hearing at sixteen years of age from the spotted fever. For several years I have seen the progress of teaching in articulation in the institution. I am not particularly drawn towards it. When I was in school here, some four years, articulation I found being used. Mr. Fay asked me to join that class and I was willing. I received instruction for some time every day. I felt that I did not make progress in the other studies when I was giving time to articulation. Deaf-mutes are inclined to sign making and writing.

G. W. CHASE: Considering the subject of articulation, there is some mistake. Two years ago I went to Cleveland. I wanted to stay there and start a day school for deaf-mutes. I met several gentlemen in Cleveland who seemed to approve of the object. They asked me whether I was going to teach by articulation or signs. I told them I could not teach articulation. I must teach by signs. When the matter came to the board of trustees some approved and some disapproved. I still advocated the use of signs, but several opposed and spoke of somebody who came to Cleveland three years and a half before, who had a boy that could speak some, a semi-mute; could not hear. He was sent to Cleveland one year and the gentleman was astonished at his progress; it seemed like a miracle. He thought that all deaf-mutes could learn just like this boy; so he collected about twenty himself, who were congenital deaf-mutes, and brought them together. This gentlemen brought his son to the school board and found there were some twenty children about to be brought to school. They were astonished at the progress this lad had made and were willing that the school should be established, and a lady was invited to come and take charge of it. The larger proportion of these pupils did did not seem to improve at all; a few made some progress. The lady became discouraged and gave up the school, as though she could not teach those children. Another lady

came, and became discouraged and gave up. The third lady came and gave up. The children went home and the school failed. I wanted to try the experiment of teaching this school in the sign language, and some gentlemen thought that the result of my labors would be the same as that of the other schools so he was opposed to having any school at all in Cleveland.

THE PRESIDENT: There is a word or two I would like to say on this subject. I have had, in reference to the instruction of deaf-mutes, two experiences and a link of connection between them. A little before I left the New York institution, Dr. Day, now professor in the theological seminary at New Haven, who had previously been instructor in the New York institution, and was sent by the trustees of the institution to Europe to look into articulation schools there, brought in his report upon them. I was interested in it, and gave it a careful reading. It was adverse, in the main, to teaching articulation. That was the prevalent doctrine, I think, among principals and teachers of the deaf and dumb in this country at that time. I came away with that impression. Yet there was a single case in that institution in New York which had taken hold of me, and about which I felt that the institution had never done the right thing. A young lady had lost her hearing, I think at the age of ten or twelve years of age. When she came into the school she had a very sweet voice, and articulation as perfect, perhaps, as any child of that age would have. We could occasionally induce her to speak a little, but generally the drift of things in the institution was such that she disliked to appear in that respect and she drew back from using her speech. I think scarcely anything was done to cultivate it. Possibly, something was done at her home to draw out and preserve her powers of speech. It seemed to me that some special effort should have been made for such a one; but the general doctrine was against articulation, and so she was

classed with others and taught only by signs. Soon after I went to Beloit to take the position which I now hold. I met on the street a man about my own age, who spoke to me with a voice quite peculiar, which indicated that he was deaf, but he was able to read my lips. He knew no signs, though I think he could use the manual alphabet a little. For all common matters, as one meets another in the every day intercourse of life, we could converse together freely. He told me that he lost his hearing when about twelve years of age, that his parents—he was then living in New Hampshire—had received an impression that if they sent him to the asylum in Hartford he would lose all the speech he had and so be cut off from association with his fellow men. They had preferred, therefore, to keep him at home, and in their own simple way help on his education by the ordinary means of spoken language. Thus he continually improved the power of reading the lips. He had learned to read before becoming deaf and enjoyed reading very much; but his education had been limited to a narrow range. His power of conversation extended little beyond the common things of every day life, but about these common things he could talk with almost any one very well. I put this and that together and became more convinced that there was something that certainly ought to be done for that class. I was called into the board of directors of the deaf and dumb institution at Delavan just about the time when the movement, which led to the establishment of the institution in Northampton, was making a little stir in Massachusetts.

These facts of which I have spoken were a sort of link between my two experiences in institutions for the deaf and dumb. It so happened, I think, that at the first anniversary of our institution, after I became a trustee, we were visited by the Governor and two or three other State officers. Among them was a very intelligent German, who, if I remember aright, occupied the position of Secretary of State.

We made our usual little exhibition, illustrating, in a general way, the methods and results of our work. At the conclusion of those exercises a few words from the Governor were spoken, and the Secretary of State was called upon. He spoke, at length, of what he had seen in Germany; and while he was too gentlemanly to criticise very particularly our methods, he expressed the opinion that more should be done to teach articulation. It was evident to me that this view was gaining currency, that it was in itself reasonable, and that we should neither be true to our trust, nor command the confidence and patronage of our people and of the Legislature without providing for instruction of this kind. Being called on to speak for the institution, I took occasion to define my position and said: "So long as I am a trustee here I shall be disposed to advocate and sustain efforts to cultivate articulation so far as it shall be found practicable. I do not know whether it can be made general for all but it must be taught, at least, to those who have acquired speech before becoming deaf." At the meeting of our board on the same day I think I said: "Gentlemen, you may be sure that if we are to go on in our work we shall have to move in this direction; the world is moving in that direction; we are not up to the times. So we established an articulation class which has been sustained ever since by a faithful and efficient female teacher. I have been very much surprised at the result of her efforts, with either two or three congenital deaf-mutes. One boy, I remember very well, whoseemed to catch by instinct all that was necessary for distinct articulation and to be surprisingly quick of perception in reading lips.

Upon quite a number, however, the same labor spent was utterly fruitless. On the other hand, with that class which has been uppermost in my mind, and of which we have so many representatives here on this floor, our success has been, I think, manifest and encouraging.

In the process of the inquiries of which I spoke the other morning, we had occasion to call one of the girls of our articulation class to answer some questions. I had conversed with her a little in the school-room, and said to my colleagues, "Gentlemen, I think I can conduct this inquiry by word of mouth." I did so perfectly. The questions I put were clearly understood by her, and her answers were as neat and pat as any one could have given. My own experience and observation have brought me thus to the full conviction, which, so far as I catch the expression of our brethren on this floor, is now that, of most of our principals, that there is a necessity for teaching articulation in our institutions. The question how far it is to be carried; whether it is likely to be successful with all mutes; and whether it is to be exclusively used in their education, is still an open question which further experiment will answer. I understand that Miss Rogers and her colleagues at Northampton, regard it as applicable to all, and insist that articulation should be depended on in all the processes of education. It is well, no doubt, that the experiment should be fairly tried on that plan, and the faith, devotion, and perseverance of the teachers of that institution are worthy of all commendation. I hope none of us will be so bound to our own theories or practice, as to refuse the demonstration of actual results. Time is necessary to test the matter fairly. I anticipate that in the end it will be found that teaching by articulation is of great advantage to a considerable class of our pupils; and yet that even with that class, signs will be profitably used for the rapid communication of general knowledge; while, for probably a larger portion, signs must be the chief means for advancing their education. There is, I believe, no necessary antagonism between the two systems. For broadest and best results, they must ever complement each other.

Let me address a word more particularly to several whose

acquaintance I have made here and in whom I have become much interested. I refer to those ladies and gentlemen whose ears are closed, but who retain, in a good degree, the power of speech which they acquired before this calamity came upon them. I would urge them to special efforts to acquire the art of reading the lips of others. With the strength of mind and the intelligence they have here evinced, and the capacity to apply themselves and achieve whatever they undertake, I am confident they can by a determined, persevering exercise of will-power, master this art of lip-reading so as to bring themselves into close and free communication with their fellow-men. Such an attainment will add much to their own enjoyment of life, and to the ease and satisfaction of others in conversing with them. I beg them kindly to receive this parting word of friendly counsel.

As necessity requires me soon to leave the city, I will call Dr. Mac Intire to take the chair. But before I vacate it, allow me once more to express my sincere thanks for the very high honor you have conferred upon me. How much that honor means, has been growing upon me as I have come to know more of what this Convention is. I thank you very cordially for your help in maintaining order and bearing forward these deliberations. I do not know that I was ever called to preside over a deliberative body where everything moved on so much of itself without the necessity of any steering by the chair, as has been the case in this Convention. I am exceedingly gratified that I have been permitted here to meet so many engaged in this work and to have my own interest in it revived and quickened. I go away from here, in feeling, thirty years younger than when I came, for I have been carried back to the delightful associations of my younger days when a teacher of the deaf and dumb. I am going home feeling much as I did when first I landed on the shore of Wisconsin, with those associa-

tions fresh in mind. I hope if any members of this Convention, from whatever section of our country, north, south, east or west, shall come within a hundred miles of Beloit, they won't, as the boys used to say, stop a hundred miles away, but come right on and let me see them at my home. With this renewed expression of my thanks for your courtesy and all the kindness you have bestowed upon me, courtesy and kindness from the principal of this institution, and the whole membership of this Convention, which make this among the bright and sunny spots of my life, I tender you my best wishes for your individual well-being, and for the prosperity of your important work of Christian beneficence.

MR. ECHOLS: I move the thanks of the Convention be returned to Dr. Chapin, the retiring presiding officer, for the able and pleasant manner in which he has presided over the deliberations of the Convention. The motion was carried unanimously.

DR. MACINTIRE: [In the chair.] I can say in behalf of the Convention, in accordance with this resolution, that we take leave from Dr. Chapin, President of the Convention, with great regret, having business that calls his attention away. He was in hopes that he could remain to the close of the Convention. I know, and I think, I speak from the mind of every member of this Convention, that his connection with this Convention has been a pleasant one and has added very much to the interest of it, and to the facility with which the business has been carried on to this stage of its progress, and I can assure him that he carries with him the affection and the love of every member of this Convention.

MR. ECHOLS: I rose a few minutes ago, sir, to say something on this cause of articulation. I said this morning, when reading the paper before the Convention, that I came here not to instruct. I know very little about the instruction of deaf-mutes, and nothing concerning instruction in articulation; but I do say, sir, that I am confident that greater

effects will be drawn out of the science of articulation, which is comparatively in its incipency; and those who have not that confidence have not the same appreciation of the ingenuity or the smartness of our friends of the down-eastern States, which your speaker has. I have gotten to believe that in matters of invention, anything pertaining to the arts or sciences, that there is scarcely anything that the Yankee people cannot accomplish. I recollect a little incident that occurred a good many years ago that struck me with a good deal of force. When I heard it, in 1860, I was quite a boy. The secession movement was very strong down south, and one night in Atlanta there was a mass meeting held. There were a great many speeches made, and some particularly ardent friends of secession said that there was no danger of a war; all we had to do was to set up an independent government; they said the Yankees would not fight and we would whip out the north in three months, no trouble about that. There was a man in our city who was very well known, a very brilliant man. He very much was opposed to the policy of secession, and he rose to reply. He knew that it would make him a very unpopular man to say that the Yankees would ever whip the Southerners, and he did not say so, but he addressed them in this way, said he: "My friends, you do not know these Yankees, you do not know how smart they are and sharp; they are the sharpest people on the face of the earth; look at what they have accomplished in the arts and sciences; if they do not come out and fight you they will undermine you; you can take two Yankees and lock them up together, without a cent, and let them be locked up six months, and in that time they will make independent fortunes by trading coats with each other." And so I have come to believe, with that gentleman, that there is scarcely anything impossible with our eastern friends in matters of this kind. Mr. Westervelt referred to the fact that he had seen yesterday evening two little girls that

were talking very pleasantly. I had the pleasure of also hearing them, and I am doubly interested in this system of instruction because I have a bright little girl, seven years old, whose organs of speech are not perfect. It has been quoted from some article by some of our members that a system of articulation will not accomplish anything very much until it enables every one to understand what a child says with perfect ease. I say that articulation has accomplished this much for me, and I would not take \$10,000 for it. There is no price. When I can hear my little girl lisp the name papa, which she has been taught from the lips, it is more than I can describe to you. [Applause.] I am confident that there will be yet more wonderful achievements in this science, in this art of teaching articulation; I have no doubt about it; I do not question it in my mind. Mr. Westervelt said, a few years ago comparatively, there was very little faith placed in any benefit to be derived from it. When I see two little girls converse as pleasantly as you and I could sit down and talk, and when I can join in and talk with them, and understand what they say and they understanding what I say, though not hearing, I conclude if those children can learn why may not others learn? It is true they were bright; their faces showed that they were children of more than ordinary intelligence; but the time will come, and not a great while hence, in my opinion, when the advancement in this art will be so much greater than it is now that children of less intelligence can learn as readily as these have learned with the present advancement. I hope, sir, that the members of this Convention will look to it, and give this system of teaching a fair trial, and do everything that can be done for its advancement. So far as I am concerned I asserted some time since my desire to have a teacher in our institution in that line, and that policy has been agreed upon, and I came here as much as anything else to learn something concerning this teaching by articulation,

and I feel that I have learned a good deal, and it has been very gratifying to me, and I return to my home feeling that it has been well for me to be here for that if for nothing else.

THE CHAIRMAN: Is it the pleasure of the Convention that it will continue this subject any longer? We have considerable business yet to do if we close the Convention to night. If there are any more speeches we would like to hear from those teachers that have articulation classes.

MISS ROGERS: I had not intended to say anything at this Convention, but it has occurred to me that some account of pupils, after leaving school, may be of interest to those who are looking for the practical results of the system of articulation.

We have a memorial society, which our pupils join on leaving us. In June, the members write the secretary of the society, telling what their work has been during the year, and how they have communicated with their friends and the world.

In October the secretary sends a letter to each member giving information concerning other members of the society and the school. The young lady whose report I read became deaf at three years and four months, but retained a very few words when she came under instruction; those could hardly have been understood had she not used some natural signs at the same time. She was at school eight years. Speaking of attending Sabbath-school class in the place where she was spending the summer, she says, "I can understand the teacher pretty well." She had been working in a straw shop, where she communicated by speech. Her mother adds a postscript to the letter saying we can never know how grateful she feels as she sees her mingling in society with others, a speaking child. A young lady who became deaf at ten came to us at eighteen years. Not having been at school between the ages of ten and eighteen, she was losing

her voice, and was so timid that for two weeks after she came to school she made all requests either in a whisper or in writing. She was with us three years. She writes, at the time of the re-organization of our Sunday-school, I was chosen teacher for a class of girls, and in addition to this I draw a picture on the slate illustrating the lesson of the day. In her letter this year she speaks of having spent the winter in Boston; of having gone into society and the great enjoyment she had had in it. Another graduate was a young lady who became deaf at ten. She came to us at eighteen and remained four years. She read the lips somewhat when she entered the school. She writes of conversing with others by means of articulation and lip reading, and it is rarely that any one is obliged to resort to pencil or paper in order to be understood by her. Here I might add, perhaps, that after leaving us she went to New York and had instruction in drawing at Cooper Union. She says in New York, in going shopping, the clerks were able to understand her and she was never obliged to resort to paper and pencil; but in the little country town where her home is, and, consequently, where her deafness is known she is occasionally not understood. She writes, "while a pupil at your institution I felt that I should never be able to read the lips of others as well as those of my teacher; now as I mingle in society I find I can read the lips of others quite as readily. Of course I meet sometimes with those whose lips I cannot read. This young lady is now our teacher of drawing, and I think there is not a teacher in the institution who dislikes signs as she does.

Another graduate, a congenital mute, who is learning steel engraving, writes that he can read his employer's lips as well as he did his teacher's. His employer said to me that he did not see how it was possible for one to doubt the advantages of the system of speech and lip-reading over other systems. After giving some further illustrations, Miss Rogers said,

"with reference to Dr. Chapin's question whether all might be taught articulation, I would say, it is the opinion of instructors that for five-sixths of all pupils who have entered our institution during the ten years elapsed, the system of articulation and lip-reading has proved the best. One-half the remaining sixth, while considered cases of doubtful success, employ speech and lip-reading in their home."

MR. HOMER, of Rhode Island: I came to this Convention probably one of the youngest with respect to years. A year ago last April I opened a small school of five, which has since been increased to ten, entirely on the articulation theory, using no signs or the manual alphabet. What I want to say in the first place is to thank Mr. Echols for his high compliment to the Yankee Land in behalf of the gentlemen and ladies in that vicinity, as I am the only male representative, and to tell him I think that his compliment is not misplaced. But the current in this direction seems to be all right and therefore I am satisfied. There seems to be no question in the mind of all intelligent hearing persons that articulation, to a certain extent, at least, is a good thing, but the theory needs to be worked out by persons who have some energy left outside the school-room to work out methods, for the purpose of making it a practicable thing for the classes. Whether it can be done or not, I am sure I do not know. If it is to be so, there is to be an immense amount of work done. In respect to systems and methods, I am not satisfied with any that I have seen, but I only say that it is not possible for me to earn my living and go on just as I am now, with a small number of pupils, devoting many more hours outside of school to thinking, than hours in school which I spend with them; it is not to be supposed that I am to be able to live on ten pupils, in grade all the way from seven to eighteen years, of both sexes, mutes and semi-mutes, in the same room together. The most discouraging part about the work is the perversity with which

semi-mutes that I have seen here, with all due respect to them, treat our science, and will not use their voices. That, I think, is the most discouraging thing that I have ever seen, and if I thought that feeling would be universal, I should give up the work right off, because it seems to me like a waste of time. I will mention one single case. One young lady in Providence, who goes in the very best society, goes to parties, and does every thing entirely without reference to signs. When she is introduced to a person whose name she cannot catch from the lips, she, of course, allows it to be written. She understands enough for all ordinary conversation, and there is nothing that mortifies her mother more, who has instructed her, than to have signs of any kind or even the manual alphabet used by her. In reference to those semi-mutes who have voices and do not use them, or in reference to any of the mutes opposed to teaching articulation, I should like to ask one question, and that is, what use would their sign-making be on the platform without an interpreter? And what use would they be in a mixed assembly? And on the other hand, just think how much a semi-mute or congenital mute who has been taught articulation could do if he was placed in a condition where it was necessary that he should use his voice; no matter how poor it was; no matter how disagreeable it sounded. Suppose he was traveling in Europe, for instance, and for some reason wanted to use his voice, it would be of inestimable service to him.

Last December a year ago was the first time I ever tried to instruct a deaf child in my life. The instruction I had before that was in professor Bell's method and some little reading on the subject. It was theoretical, of course. I found out after learning Bell's system that it was not what it was cracked up to be. I am using, now, English letters, and trying to systematize them in such a way as to get the child to speak directly from them. In the case of a boy who

has been a deaf mute since he was twelve years old, who came to me last April, I find there is no difficulty whatever in teaching him the letters, with the knowledge that I have, studying phonetics, without the use of any alphabet, that he remembers the English letters perfectly well. And another thing which I am trying to systematize is some method of introducing words which are perfectly regular in every way; every letter of which has a sound of its own, and every action of which has a distinct plural of "s." And in teaching verbs or adjectives we should teach the converse at the same time.

DR. PEET: May I interrupt the gentleman a moment? A deaf mute wishes to inquire if, in the instruction of deaf mutes, Mr. Homer uses any motion, or gesture, or action.

MR. HOMER: Yes. I started to speak of that a few moments ago, and I branched off on something else. I was going to say I use the signs, which come to me perfectly naturally, but I don't allow them to use any signs in school whatever, if I can help it. I do allow them to use those natural signs which I also myself use for explanation. I shall, when I go back, in some cases, introduce the manual alphabet. The only way in which I use that at present has been in dictation lessons, where it has seemed sometimes as though it was throwing a person's time and strength away to make them understand by articulation.

I have nothing more to say, excepting that in teaching articulation there is room for all sorts of methods and ingenuity.

THE PRESIDENT: It will give us great pleasure to hear from Mr. Ellis of Rochester, on this subject.

MR. ELLIS: Perhaps of all that are here, I should speak with the most diffidence upon this question of the instruction of the deaf and dumb; for although I have been familiar with the work of the public schools and public institutions, and have been a teacher myself, until within the last

two years, I knew nothing of what had been done in the work of instructing deaf mutes. But since my connection with the Western New York Institution, I have felt it my duty as well as privilege to learn what was being done for this unfortunate class, and it has been a constant series of surprises to me, and I have not been disappointed at all in the interest which I anticipated in the proceedings of this Convention. It was not my purpose to take part in the deliberations; I did not expect to; but I came to learn. Without any conference with Mr. Westervelt, our principal, however, I want to say a word or two in reference to the work he is attempting to do in articulation.

As a member of the Board of Trustees, and as one who knew a little something about the work, the plans and methods of instruction, I was appointed at the close of last term to make an examination of the school, which I did, giving an entire week to it, and I may say that while I have been surprised at every thing I learned in connection with deaf mute instruction, nothing surprised me so greatly, and I know that it is a matter of general surprise every where, where it is known, as to see what was being done in the way of articulation. And I know that parents especially—we have an instance of it here to-day—can appreciate the value of the ability on the part of their children, to utter one single word. One father said to me, “I own a farm worth ten thousand dollars. I would give it all to-day if that little girl of mine was able to speak to me.”

It seems, then, that it is worth trying for, it is worth attempting, and I am sure that I do not misjudge the intention of all those who are engaged in the work of instruction, when I say that I believe they are all animated with the purpose of giving articulation a fair chance, at least those of them with whom I have come in contact, and whose utterances I have read on this subject.

Now in reference to the Western New York Institution.

One class that has received instruction a little more than a year, by Professor Bell's system, were able to repeat the Lord's Prayer together, so that persons who were there, who had never heard them speak before, understood what they said. They also repeated, with clear utterances, the little hymn, "Now I lay me down to sleep," and the Lord's prayer, so that it was understood by all. One boy who has been under instruction for about fourteen months in articulation, read a whole chapter from Sanders' second reader, so that I, sitting at a distance of fifteen or twenty feet from him, understood every word; and he also answered questions by his teacher, and questions of mine, that were put to him, by simply reading our lips. I understood him distinctly. I asked him when he was going home. He said "to-morrow." "What for?" "To see father and mother." "What are you going to do?" "I am going to help my father." Another pupil, a little girl, who had been under instruction but a little while, understood and followed the instructions of her teacher, going to different parts of the room and bringing things to her. Now I undertake to say this is wonderful; but as to the practical value of articulation, of course I would not undertake, with my short experience and limited observation, to give an opinion. From what I have seen of it, it seems to me it must prove valuable as a means of instruction, and that it is the duty of all who are engaged in the work of instructing the deaf and dumb, to give all their pupils who possess any ability to speak, instruction in articulation.

As a member of the Board of Trustees of our institution, I shall be ready to sustain our principal in every measure adopted by him to secure to these children the inestimable blessing of speech, even though it be only to the limited extent of their being able to say, Mother! Father! I love you!

DR. THOMAS GALLAUDET: I try to express, as nearly as

I can, the feelings of the Convention. I have no desire to go into the subject of this deliberation in any argumentative way, but I have felt in regard to this whole matter of articulation it might not be amiss to express a single thought of this kind. We have with us, and are glad to have with us, quite a number of teachers who devote themselves fully and entirely to this method of instruction; and as we mingle with them in conversation, and know them better, we feel a confidence that they would not be pursuing the course to which they have conscientiously devoted themselves, unless they saw results which justifies their labors, and I think this is one of the impressions in these Conventions which is of aid to us. We cannot expect to understand the process of the school-room. We have not time to go into all their details. We do occasionally get glimpses of the methods which one teacher likes or which another prefers, but we cannot expect to understand the processes by which these experts in articulation develop these children. Another question: We understand fully here there are no data of the circumstances in the lives of these children, and the different amount of intelligence possessed by them. There are grades in every class of people. We know it is so in our institution, where we try to improve the mind by signs. This, all candid persons admit, and when we have confidence in one another, and believe that all are acting according to the knowledge which they have obtained, we can come together and present some general features.

I am sure that in the addresses of this Convention we have had thoughts expressed which will do good; which will educate public opinion, which will lead more and more people to understand and appreciate what is being done for deaf mutes. But for one, I do not expect to come here and find that we have time to go into the details of the processes of the school-room. We know that persons are at the head of the institutions who have had years of experience, and

we are sure they will go from one institution to another, that they will read and study; without being committed to any blind caprice, but having their minds open to the truth. If this impression is produced by the Convention among others, I am sure it is not in vain that we came together, that we are led to have more and more confidence in one another, and feel that we are trying to do the best we can, and as the years roll on we shall know better what to do for the different grades of children. I trust that these few remarks are not entirely in vain, perhaps they need not have been said, but it seems to me we carry away this impression of mutual confidence. I am sure I have noted the feeling, and for one, I can admit the change that has gone on in my own mind in regard to the matter of articulation, for one, I had much less clear ideas about it, much less confidence in it than I have to-day. My views in a great measure have changed in consequence of these Conventions, of meeting here persons who respect these views. I have not had an opportunity to visit the schools for articulation as often as I would like to have done, but the impressions produced here are important for those engaged in this department of instruction; they have led me to believe that there is a great deal in it, and as time passes on we shall see more and more what the results may be; and I feel also that those friends of ours who have come into this Convention, have also seen more clearly the reasons of the methods we pursue, and that we shall go away from the convention helping each other more and more, remembering each other in our daily prayers, and looking to God to give us all that wisdom which we need to do the work which has been providentially committed to us.

MR. GREENER: I move to lay the subject of articulation aside so that we can take up another one on the programme.

MR. TATE: I would rather the motion would be deferred till I relate a little instance that has come under my obser-

vation in relation to a colored man. He is sixty years old now; he is a member of a family of deaf-mutes; at the time they were very small they became deaf; they learned to use some words, and, talking to every one they meet, have learned to speak with great facility. The man can read the lips, he can talk across this hall and any man can understand him. It is simply on account of the necessity in the case that this man has come to the knowledge that he has come to. I say this for the sake of those who are engaged in the work. I think it needs all the encouragement than anybody can give; it is a very discouraging work; one that requires great persistence and energy; and I hope this Convention will not frown upon the work because it has not been made a success. I know that a reasonable degree of success can be obtained, and I hope we will not retard its progress.

The Chairman directed the Secretary to read the resolution offered by Mr. Greener, which the Secretary read as follows: I move that the discussion on articulation be laid aside for the present and the next order of business on the programme be taken up.

MR. EDDY: This subject has consumed nearly two hours of the time of the Convention, a longer time than any other subject has been discussed, and I think that our friend can not complain if we now go on to the next order of the programme.

THE PRESIDENT: The next paper is a paper by G. W. Chase, subject: A Desideratum in Deaf-Mute Instruction. Read by W. A. Cochrane.

A DESIDERATUM IN DEAF-MUTE INSTRUCTION.

BY GEO. W. CHASE.

The deaf-mute, by those unacquainted with him is sometimes regarded as preëminently a character *sui generis*—the

offspring or creature of peculiar circumstances and conditions, made up in a great measure of incongruous elements, and is destined ever to occupy a seat in the background of humanity; and many persons frequently give expression to such sentiments by speaking of him as they would of an inferior animal, sometimes calling him "dummy," "deaf John," or anything else to suit their thoughtless, cold heart, and, what is not unfrequently the case, take advantage of his condition by imposing on him.

Quite the reverse with those who have spent years with him, either as an associate or his instructor, where they have become familiar with his nature and capabilities. They all know that, all things considered, he is, in his best element, possessed of a range for receiving instruction scarcely inferior to his hearing brethren.

His curriculum, during a ten years' course, may embrace English, Latin, French, arithmetic, algebra, history, geography, physiology, and such other branches as are usually taught in high schools and academies. In a competitive examination he sometimes comes out ahead of his hearing competitors in some of the branches which seem to be peculiarly adapted to the mute's mental grasp. Besides all of these he almost every day, while at school, receives lessons in unsectarian religion and morality.

With all of these well instilled in his mind he is sent adrift into the world with what may well be said an unusually good education; and his teachers may predict for him a successful if not a brilliant future. So far as he, as a paragon of virtue, honesty, and industry, is concerned, their confident anticipations for him may be fully realized. So far so well; and now, right here, let me call the attention of those engaged in instructing this unfortunate class to what I, from experience, am led to consider "*a desideratum in deaf-mute instruction.*"

As stated above, the deaf-mute graduate is turned adrift

upon the world to fight his own battles and win his way in the world. For seven or ten long years previous, having mingled with none but unsophisticated individuals who took an interest in his welfare, he very naturally would, on leaving school, suppose that very near all of those among whom he might happen to be thrown were also free from sophistry and chicanery, or, at least, were possessed of sufficient charity to sympathize with him in his misfortune, and would go on in that blissful ignorance until some day he discovered that he had been cheated out of what might cause a world of sorrow and years of labor to retrieve. In a psychological point of view it is a dangerous thing to fail in anything where much is involved, perhaps more so to a mute than to one in the full possession of his senses—certainly it is apt to go harder with the mute.

To a great extent, naturally diffident and good natured, the mute appears to be ever ready to listen to the scheming advice of others in matters of business. From observation I can say that more mutes become involved in pecuniary losses through chicanery of others than through reverses of business in which they alone were concerned.

The question very naturally arises, Is the mute incapable of managing business successfully? This I answer emphatically, *No*; provided he is thoroughly and properly taught at school. As is now generally the case, he receives little that can be called a practical business training further than mechanical trades are concerned, and they are few indeed, and not always to the liking of the mutes, as is evinced by some of them following a different occupation after leaving school from that in which they were trained while at the institution.

While at school, after getting far enough advanced in the use of language to warrant it, the pupils (both sexes) should be taught as thoroughly as possible all of the rudiments of a practical business life, such as is imparted in a commercial

college, which should include not only all forms of book-keeping, but also how to fill blank deeds, write mortgages, agreements, wills, orders, receipts, notes, and the proper way to sign, witness, or indorse them—in fact, everything that a regular business man may expect to be called on to do in the transaction of his business. In fact, he ought to have a course of instruction in commercial law. These are of the highest importance to every individual. They should also be thoroughly impressed with the fact that in this age of electricity and steam, particularly in America, where almost everything is rush and hurry, individuals often adapt themselves to the surroundings, and that all can not be relied on as honest, for appearances will often deceive, and many will often not only deceive, but will seek opportunities to cheat and defraud those they think partly unable to care for themselves.

As an illustration of this fact, without any intention of casting disrepute upon the more honorable portion of the profession, two wealthy farmers had a falling out, and took the initiatory steps for a law suit to settle it. One of them calling on a lawyer was informed that he had been retained by the other party, but before leaving the office a certain lawyer was recommended to him as a proper person to take his side of the matter in the controversy, and he was handed a note to carry to that lawyer. After leaving the office, the farmer's curiosity prompted him to read the note, which ran as follows :

“ Here are two fat wethers fallen out together,
You fleece this one, and I'll fleece 'tother,
And make them agree together like brothers.”

It is unnecessary to say that he got his eyes opened, and hastened to his opponent, where they soon settled the matter between themselves. The moral to be drawn is obvious enough not to need enlarging upon.

It may be claimed that many of the teachers themselves are not well enough posted in such matters as the carrying out of the suggestions that this paper would seem to require, and it may also be claimed that there is no time to give to it. It should be borne in mind that "a stitch in time saves nine;" and that if the welfare of the mute in its fullest sense on leaving school was well considered, the subject would not seem at all trivial or visionary.

I am personally acquainted with a number of mutes, apparently well educated, who have been made the victims of unscrupulous and scheming individuals—almost every community having its share of them. Every one of these unfortunate victims, when I came across them, were lamenting their loss and attributed it to a superior knowledge of business in those who had taken the undue advantage of them as well as a lack of a sense of sympathy.

I most reluctantly own to being a victim of my own agent and attorney—a man familiar with the mutes, and whose position should have been the means of inducing him to deal honestly, instead of fraudulently. Had I at the time the knowledge of business laws that I now possess, such could not have occurred.

Much more could be added, were I to attempt to explain *how* the teacher should proceed in teaching the branch indicated in this paper. But as it has been from the start my object only to call the attention of the Convention to *what* ought to be included in the course of instruction, it is hoped that what little has been written touching it will suffice to awaken an interest in all concerned in instructing the mutes of the fact that they, as well as hearing persons, can and should receive a thorough course of instruction in commercial law in order to succeed well in business undertakings.

THE PRESIDENT: The next is a discussion on the methods of teaching arithmetic, to be opened by Mr. Jacobs, of ~~Kan~~ tucky.

MR. JACOBS: I was put down on that subject, sir, against my protest without any preparation for it. I don't pretend to know anything about the methods of teaching arithmetic any better than anybody else does. I know that I wrote a article on the subject of notation. I wrought out a little plan of my own and used it in the school-room. I have also adopted an idea which I think I got from the *Annals* on the subject of teaching the four rules of arithmetic by placing the numbers on a card, in squares, so that they would be opposite each other and before the pupils. I had those six tables and the method of teaching them thrown into form; I had these six tables struck, and if any principal of an institution wants them I will send him as many copies as he wants, and will explain the tables in notation and send them. But it is late now, the Convention is weary, and I move that the subject be laid on the table and the Convention proceed to other business.

MR. PARKER: I have been conversing with at least two dozen members of this Convention, and we are very sorry to turn the business of this Convention into pleasure. We came here expecting to learn something about the methods of teaching. This is the only thing on the programme that is going to be dropped out; I made a request to the Chairman of the business committee that there might be a little regular institute work in the Convention. It is not but what I suppose that two-thirds of the members of the Convention know enough about it, and can't learn any more, but there are some of us who would like to learn something about it. I have had the pleasure of visiting two or three institutions, and although they may know all about it they disagree; one man teaches the fundamental rules the first year, and another man does not teach a word of arithmetic for a year. Those papers that have been read have been very interesting and instructive, and I have enjoyed this Convention very much indeed. I really hope we shall hear

from Mr. Jacobs on this subject, and when another Convention may be called we at least might have a normal class opened. If these subjects are to be followed on the programme I hope the Convention will allow us the pleasure of listening to Mr. Jacobs on the subject.

MR. WALKER: I agree with Mr. Parker in his sentiments; I have heard very little that could be used in the school room since I have been in this Convention, and I should like very much to hear the subject that is proposed.

DR. PEET: I don't know what would be the opinion of the gentleman who proposes to give this illustration of the subject of arithmetic; but it strikes me that the idea of having a session in which those teachers who wish to get a special knowledge of special matters might come together and have an illustration which might be a desirable one. I don't know what the general views of the gentleman who offers to give this illustration are. If it shall be equally agreeable to him, we might not only have that, but some other illustrations in the evening—practical school work; and those members of the profession who are especially desirous to study these methods practised by different individuals and discuss them might come together and come nearer the platform, and have a very interesting time. I should be very glad to go myself, and if that suggestion be carried out, we might go on now with our miscellaneous business. I understand we are not to adjourn to-night, but to-morrow after our tour. I move, as an amendment, that the topic be considered this evening.

THE CHAIRMAN: Does the original mover consent to the amendment proposed.

MR. PARKER: I am very sorry, indeed, and don't wish to say anything against the wish of this Convention, but I must, as politely as I can, object to this; though if it is the will of the Convention it must be done. We ask but a simple thing and it is past the time of adjournment already.

MR. EDDY: I won't take time to make any excuses. I can tell the members individually the reasons for what the Business Committee have done, but we must get through with some business this afternoon before we adjourn.

DR. PEET: Gentlemen labor under a mistake. Just now I see by the programme that we are to be occupied this evening with the members of the Convention of the Institution for the Blind, and none of us, not even those who wish to attend to this special matter, would desire to show them any discourtesy. The members of the American Association for the instruction of the blind have been invited to meet the members of this Convention socially in the parlors of this institution this evening, so that it would be impossible. I withdraw my amendment and would advocate finishing the business of the afternoon, and having this demonstration, but nothing further.

THE CHAIRMAN: The amendment having been withdrawn, the original motion stands. The motion is that the subject of arithmetic be laid upon the table.

The question was put, and the Chairman declared the motion lost, and that the discussion would proceed.

Mr. Jacobs drew some illustrations on the black-board; and spoke as follows: Deaf mutes, as a rule, have the same capacities for gaining the idea of numbers or combinations of numbers, that hearing persons have. It only requires a little longer process in the way of development, a little more care, and a little more patience in the beginning. I think that after the first steps are taken, and careful attention to all the processes, that nothing is left in the dark, nothing is left behind that is not explained, that they can progress in the study of arithmetic, at least as well as ordinary children, as surely, at any rate, if not as rapidly. I will not detain the Convention, however, by remarks, but come to the point of what little I know about the beginning. There is one important feature of the whole subject of

arithmetic. I wish that no child should be allowed to take one step, not even to write a figure, nor to express a number by signs, that he does not understand. Teachers sometimes allow their pupils to write great rows of figures that they do not comprehend, the pupils don't know what those figures stand for as individual figures, as expressive of a certain number they don't understand at all. I get my pupils then to develop first the idea of number; to begin at the bottom; one, two, three, in figures alone; and I take books, one book, two books, three books, four books. I go on then until they gain the idea of number, and progress as their minds progress. After they have been at school two or three months, I begin to teach them number, and if the progress is slow yet it will be sure, and in a little while they can count one hundred chairs; they can count one hundred panes of glass. When they have done that, I don't care whether they can express it in figures; I make them count them first with their fingers to get the idea of numbers, and then I teach them figures. I never allow them to write a figure unless I know that they know what it expresses; then I begin with the digits, 1, 2, 3, 4, etc., to 9, and let them write them. I don't go on and write 10, 12, on up to one hundred, but I stop till they can count one hundred with their figures, they have an idea of counting, and then in order to teach them notation I use a set of tables and put the figures there in a certain order. I have had pupils in my class who have been in school four or five years who work sums in addition, subtraction, and multiplication, that did not know the value of any given figure, any given sum. For instance, they could write down 1864×1684 and could multiply it all up and get the correct answer, and yet they couldn't tell what their answer was in signs, or write it out in words; that is, they didn't know what the value of it was, I had to correct it. And then when I have had younger classes, I have taught them from the beginning.

I never had any trouble. I never found anything to correct because they knew everything as they went along, and I taught them simply by the digits, set down in this order. I began in it with three rows of figures, and with one row first, took the first, made them repeat it in concert, 1, 2, 3, 4, up to 9, and designated that as the first column; and whenever I would hold up my hand and tell them to count, they counted them; 1, 2, etc., then counted back, 9, 8, 7, etc. When they got that operation so that they could do it without any trouble at all, I didn't go on 20, 30, etc., but came back to the beginning and went to this second column of figures. I fix their attention on this, I ask them what that is, most of them will tell me, 1, 2, 3. It is 10, 20, 30, up to 90. I teach them that without any reference to the first column, and then I would go back, 90, 80, etc., to 10, then after they had got two rows so that they could repeat them together, and could give me 5, 30, 8, 6, 3, 40, etc., then I would let them put them together, 11, 20, 2, 33, 35, 66, etc. I had them to refer to them constantly, and gave them a certain time every day for the study of numbers. Then I went to the third column, 100, 200, 300, up to 900, and back and forward until they knew them perfectly, and then I would go back over this again, a column of units, a column of tens, a column of hundreds, then the column of thousands, so on tens of thousands, hundreds of thousands, millions, and they could express in a little while any sum between one and a million. I have had pupils a year who could sit down and write in figures, and never make a mistake, and add such numbers as 375, 15, etc. Pupils that hadn't been taught any system of this kind, would put the five under the wrong figure, but after being taught, they would put it in the right place after thorough trial. I don't pretend to teach by machinery, but it has to be drilled into them after constant practice from day to day, having this table to refer to. That is about all in regard to teaching

notation, the plan is simple enough, but it requires hard work, constant practice and drill, and I think it works well. One great mistake pupils are apt to make is with such a number as 105, they know how to express 100 in ciphers and they put the 5 off to the right, and express it thus 1005.

The chart I can only illustrate on a square here. It is divided up into squares. Each square has a separation. This includes all the digits from two, multiplying by two up to twelve, then it is divided into squares $2 \times 8 = 16$, $16 \div 8 = 2$. I believe, as one paper has said, that by a little experience in the use of the chart children can easily dispense with counting up on their fingers. I have seen them count, for instance, twice eight, count eight and then count eight over again on the same fingers, count eight twice instead of putting eight together that way; eight times eight they count them over and over again, but with this chart before them, to study carefully, they memorized it until they could do it perfectly. I make them memorize, but never allow them to use the chart. This chart will go before them as a picture; they know it, every square in it, and every numerical expression, just as a man knows where the men are on the chess board and can make the movement he wants to make—a man who has devoted himself to it a long time. The process of adding, multiplication, and dividing is just the same with other children as it is with the deaf and dumb. The one thing I have insisted upon with the pupils of my class, and which I have ever seen in good teachers, I make a practice of constantly; make the pupils work their sums on a slate and not only ask the result but have them explain it, tell me how they discovered that result, go through the whole process of multiplying and dividing, and find the whole process in signs, so that I know they have done the first work step by step, understanding every preceding step they took, and see that they have not done it by some other method in the book. In

these elementary steps I don't consider a text-book of any use at all. I have no preference particularly, but I would get the simplest. If I could I would use my own invention in devising problems all the way through for pupils to make out, and, when I could, I would put a text-book in their hands; I would try to prepare them for it, and give them a text-book, in the course of four or five years, that they could use themselves, that would furnish them with a great many sums, and, when necessary, I would explain the language of the text-book so that they could understand it as far as possible.

DR. PEET: There is considerable difference of opinion among teachers in their mode of developing the mathematical talent of their pupils. There are two distinct methods; one class of teachers put the text-book in their hands and let them cipher right ahead and do as much as they can, and another set ask but one question at a time and have the whole class answer one question at once. In which does your practice lead you?

MR. JACOBS: Do you mean whether I give each pupil a separate problem to work out, or give them a text book and let them all work the sum?

DR. PEET: Yes.

MR. JACOBS: I have never had a class that I could teach altogether as a class, or give them the same portion of arithmetic to study out. Where I could crowd the class, many of them I could crowd together, and I would explain processes in any given department of arithmetic, and then give them a book and let them work out the sums, adding sums of my own, afterwards explaining the work, explaining the processes first for them to work out, and then explain the work; afterwards, when they picked it up, if necessary, they could explain the work or discover the process if they had lost it. But in examination or anything of that kind I would, of course, give each a different problem to work. Of

course, one of the difficulties of teachers in large institutions, they would copy from anothers' work. We use small slates, but I always require my pupils to go to the blackboard, one or two at a time, to work out their sums and demonstrate them.

A MEMBER: I would like to ask Mr. Jacobs what is your judgment as to the progress that must be made before putting a text-book, in their hands in the rules of arithmetic.

MR. JACOBS: I should think they ought to work the four rules of arithmetic, and understand them thoroughly before giving them a text-book and get them accustomed to reading the written statement of the work that they do.

In response to further questions, Mr. Jacobs said that during the first year he would have the pupils devote just about an hour every day to arithmetic, and that as soon as they have learned to work under the four rules, and they understand the processes, he would give them these written problems; he would first teach them to understand the rules and apply them, and then, as soon as possible, write little sums for them to read and understand, and if they do not understand one at first he would explain it.

MR. HOMER: Mr. President: I think that arithmetic is different from anything else, and forms a good relief after conning over other exercises. I begin with my pupils from the very beginning, and teach them simple addition and subtraction, and they look forward to it every day as a pleasant recreation, and they enjoy it; and I would like to show how I begin with the youngest pupil I have, about six years old; it may be nothing new, and, on the other hand, it may be new; it will only take a minute to show.

MR. MACINTIRE: I would again inform the Convention that there is another meeting, and it is necessary to determine whether we will have another session or continue the subject of this.

DR. PEET: As Mr. Jacobs has given his views on the sub-

ject I suppose that is what we wanted, especially to know what were his special methods. I am inclined to think that it would be desirable for us to postpone to another occasion the discussion of these points. In connection with a matter which will come up in the miscellaneous business, propositions will be made which I think will meet the wants of a great many teachers in connection with all these practical things. I would move that the discussion be discontinued, and that we go on with the regular order of business.

THE CHAIRMAN: When the discussion on articulation was up, one of the principals of one of the articulating schools expected to make a few remarks, but didn't have the opportunity. Several have requested that she be allowed a few minutes to make a few statements. If there is no objection to this I will invite Miss Fuller to speak on this subject.

MISS FULLER, of Boston: There is one distinctive feature in the plan of the Boston school, about which the members of the Convention may like to hear. It is the separation of the congenitally deaf pupils from those who have once heard and who retain something of speech. If the children come to us with but a few single words, we think it best to place them in rooms with pupils who use speech, because by seeing that children about them speak, they are encouraged to employ the words at their command, and to try to understand these words when spoken by others.

We find, too, that the use of even a remnant of speech serves to recall many words and sentences which seem entirely forgotten. These pupils, at first, are taught to associate the words which they can speak with the script and printed forms in English and in phonetic symbols, and with the appearance of the teacher's mouth during the utterance of the words.

The phonetic representation contains elements which enter into the construction of other words, and which the pupil learns later to associate with the positions of the vocal or-

gans. In this way the work continues until the pronunciation of words has become well fixed in the mind, and the pupils can read without the aid of symbols from the printed page; after which, they pursue their studies very much as if they were hearing children.

We have a little girl with whom a course similar to the one just mentioned has been followed, and who now, at the age of ten, compares favorably, in her studies, with the average hearing child. She became totally deaf before five years of age, and when admitted to our school at the age of six had lost apparently much of her speech, and showed great unwillingness to use what she retained. She was exceedingly timid, and during the first three weeks scarcely uttered a word, but later she became interested in naming toys and familiar objects in pictures, and in learning the written representations of such. She now reads readily and understandingly from children's books, converses freely with her family and friends, and understands their speech.

The methods pursued with the congenitally deaf, in the early stages of their progress, are quite unlike those adopted for the pupils who retain speech. The use of spoken words is delayed until many of the elements have been acquired.

The gestures by which the pupils express their simple ideas, are translated by the teacher into written sentences, and thus made the basis of many of the lessons in language. The pupils are taught to know the important words of such sentences by seeing that they are repeatedly employed in various other expressions.

Congenitally deaf children differ greatly in aptness in acquiring speech, especially in the earliest years. I am not willing to admit that any deaf child whose vocal organs are unimpaired is unable to learn to speak. Time and patience seem to be all that is needed for the accomplishment of the work.

The Committee on Enrollment made a report, which was adopted.

REPORT OF COMMITTEE ON MEMORIALS.

MR. PRESIDENT: Your committee, consisting of C. W. Ely, I. L. Peet, and G. O. Fay, appointed to prepare memorials of deceased members, desire to present the following report:

JAMES G. GEORGE.

James Goodloe George was born September 8, 1826, in Garrard county, Kentucky, and died May 2nd, 1876. He was the third son of James George and Amelia H. Gill, and, through one or the other parent, was related to nearly all of the most prominent and best known families of Central Kentucky. His father died in the year 1828, and his mother, of cholera, in the year 1833. He suffered a partial loss of hearing from an attack of scarlet fever in 1832, and became totally deaf the year after, at the age of seven, but retained some knowledge of speech, which subsequent cultivation rendered of great service to him through life. Thus we find him, in his early boyhood, an orphan, deprived of one of his most important senses, and dependent upon the sympathies and charities of the world, until he should reach an age when he might look to his own talents and energies to win support and success in life. Few men have ever started in the race of life at a greater disadvantage, and we may safely say that few have ever run a straighter course, or developed more thorough usefulness, or attained to more genuine success.

Mr. George entered the institution at Danville in 1839, at the age of thirteen, where he soon developed talents of a high order as a pupil, and where he enjoyed the personal instruction of the late John A. Jacobs, Sr., then principal of the institution, who was swift to discern the superior qualities of his pupil, and who brought to bear all his intense zeal and masterly skill in moulding them into forms calculated for sure and lasting usefulness.

Mr. George left the institution in 1843, and went to Frankfort, Kentucky, where he learned the printer's trade with Col. A. G. Hodges, for many years editor of the Frankfort Commonwealth, a man well known all over Kentucky, and still living, respected and honored throughout the State. As a printer, Mr. George made himself thoroughly proficient in every branch of the art. He was considered one of the best proof-readers in the State; and for this work, so essential in a good printer, his deafness was rather an advantage to him than otherwise. In 1851 he was married to Miss Louisa Webster, of Richmond, Kentucky.

From his position in the Frankfort printing office, Mr. George was called, in 1854, to a higher field in the Missouri Institution for the Deaf and Dumb, then recently established. As to the character of his labors there, there is but one testimony—that of unqualified approval. The trustees, superintendent, teachers, and pupils all unite in pronouncing him a most successful instructor of deaf-mutes, and yet his feeble health compelled him to resign his position in 1860. His wife having died in 1856, he was left a widower, with an infant son to care for, and came to Richmond, Kentucky, where he became proprietor and editor of the Richmond Messenger.

In 1868 he purchased some land near St. Joseph, Missouri, and tried farming for a time, but returned to Kentucky in 1870, and was appointed a teacher in the institution in 1871. Here he continued to labor, with that success which attended him in every work he undertook, until his disease had gained such a hold upon his system as to compel him to give up work entirely, and, finally, to bring him down to the grave.

We have left ourselves but little space to speak of Mr. George's character, except as it has appeared in the history of his life. He had his faults, as who has not? But he also had his afflictions, heaven knows, to which most of the

former, must, in justice be attributed. His distinguished characteristic was unswerving adherence to principle. He would cheerfully have died for his faith, whatever it might have been; and anchored, as he was, fast by the truths of the Bible, no terrors nor tortures of the flesh could ever have shaken him. He was constituted, as his pastor remarked in his funeral sermon, "of that stuff martyrs were made of." His stern adherence to principle made him faithful and upright in the discharge of every duty. He was thoroughly systematic in everything he did. His school-room, office, private room, books, clothing—everything he controlled or touched were models of order and neatness. As a teacher of deaf-mutes, he possessed peculiar qualifications. His facility in the use of the sign language was marvelous. He was a natural mimic, and a most graphic pantomimist. He possessed a mind of wonderful perspicacity, whose thoughts, expressed in signs, flowed easily, and fell crisp and sparkling with intelligence upon the minds of the pupils. There was nothing dubious or obscure in his composition. His views, were, in all respects, pronounced, decided, emphatic, and unequivocal.

HARRIET A. JONES.

Harriet A. Jones was born in Williamsburg, N. Y., January, 1848. Her father was a clergyman. At the age of seventeen, having graduated from a high school, she began the work of teaching. Her first experience was in an ungraded school numbering nearly a hundred, and there she gave evidence of her power over the mind and hearts of children.

From 1864–1865 she was a pupil in the normal school at Westfield, Mass. Soon after—in 1868—she entered the Clarke institution for deaf-mutes at Northampton, Mass. Here she worked with untiring energy and unbounded enthusiasm for seven years. A part of that time she was the special teacher of articulation, having charge of the articu-

lation drill of all the classes. The minute care she gave each pupil and her zeal in the correction of individual defect of speech, gave her marked success in this department.

In the later years of her teaching she used Prof. Bell's system of visible speech. In this she became intensely interested, not only as an assistance in giving speech to the dumb, but also in its more general applications.

She had, for some years, had a strong desire to go out as a missionary, and considering the possible aid that her knowledge of visible speech might give her in the acquisition of a new language or in the writing of a language of which had never been written, she decided to leave the institution for this purpose. Soon after this decision she met Rev. Daniel Rogers, whom she married on leaving the institution—in 1875. With him she went out as a missionary to the Indians in the Indian territory.

After a year and a half of joyful, earnest work God called her home. Her earthly life—a life of rare unselfishness and self-sacrifice—ended February 21, 1877.

WILLIAM L. MARCY BREG.

At the last Convention there was present a gentleman of quiet exterior, who, though not well known beyond his own circle of friends and co-laborers, was an earnest and successful worker in the profession we have the honor to follow. We look in vain for him at this gathering. The person referred to is William L. Marcy Breg, for twenty years an instructor of the deaf and dumb in the Michigan Institution, who was removed from the scene of his usefulness by death on the 9th of May, 1876. He was a pupil of I. L. Peet, of the New York Institution, during his entire course of ten years' instruction, and graduated with distinguished honors in the year 1855, being a member of the first high class. He soon after received an appointment as teacher in the then recently established

Michigan Institution, under the principalship of Rev. B. M. Fay. Being a master of the system pursued by his own instructor, he soon made his mark, and scores of Michigan deaf-mutes now revere his memory.

Mr. Breg was not only an earnest instructor but an earnest Christian as well. He fully appreciated his responsibility as the spiritual guide of his pupils, and well did he do his work in that respect, both by precept and example. His ears, that were deaf to earthly sound, now received the Master's touch and heard the words, "Well done thou good and faithful servant."

FISHER A. SPOFFORD.

March 29, 1877, there died at Clifton Springs, New York, a teacher of deaf mutes, Fisher Ames Spofford, possessed, in some respects, of remarkable characteristics. He was one of the earlier graduates of the American Asylum, in the year 1826, and entered upon the profession of teaching at the New York Institution just two years afterward. Five years subsequently he withdrew from the vocation of teacher (temporarily as it proved) to devote himself to drawing and painting, and attained a recognized success as an artist. Later, in 1844, he returned to his earlier calling; this time at the New York Institution, and there remained for seven years, until 1851, when he followed his friend, Superintendent Cary, to the Ohio Institution, to remain in continuous service for seventeen years. In 1868 declining health reminded him that the shadow of age was deepening upon his path, and to the universal regret of all his associates, who were reluctant to admit any necessity or excuse for his retirement, he resigned his position and returned to the home of his childhood, Bucksport, Maine. By prudence and industry he had amassed property amounting to about twenty thousand (\$20,000) dollars, and upon his decease his will was found to bequeath it all to the poor and the orphans of

his native town. Legal complications were interposed to its execution, and the object of the testator was never reached, but the fact remains that Fisher Ames Spofford, who had given the active years of his life to the elevation of deaf mutes, had it also at heart to perpetuate his benevolent influence, unobtrusively, not for the deaf alone, but in behalf of the poor and orphaned wherever found.

Of his professional standing it should be said that he had few equals as a pantomimist; while his industry and fidelity, as his enthusiasm and energy, were exemplary.

He was characterized by great personal honor and dignity, and, by subtle magnetism, never failed to draw around him a delighted circle of friends and associates. Let the memory of his deeds be green forever.

FRANCES C. BROWN.

Many dear friends, and our profession at large, were called upon last year to mourn the death of one of its most zealous workers—Miss Frances C. Brown.

In saying anything that may honor the memory of this estimable young lady, we take great pleasure, just as all her friends during her life delighted to please her; yet in bringing fresh to the mind of this Convention of her former associates, and especially to the minds of those of us who were intimately acquainted with her character, the eminently beautiful life she led, it cannot but renew the sorrow we felt on first hearing of her death and the sigh for her presence again among us. Miss Brown, born in Kent, Ohio, August 27th, 1843, spent most of her childhood in Hudson, where she received her education, principally from the young ladies' seminary of that city. She was known during her pupilage as being scrupulously conscientious in observing the rules of the school, as well as for her close application to study. It was thus doubtless she formed the characteristic which latterly gave her eminent success in teaching,

namely, perfect discipline and thoroughness. In the year 1870 she commenced in the Minnesota Institution for the Deaf and Dumb her labors for the class with which she continued unceasingly the remainder of her life. The next year she accepted a position in the Ohio Institution. Having gained a circle of warm friends in both the institutions mentioned, she entered the Illinois Institution in the fall of 1875. In the last institution she attached to her many friends, and was looked upon by the managers of the institution as a priceless gem of usefulness. In according to our lamented co-laborer and friend so much praise, we are sure we shall not be criticised by those who knew her, unless the criticism be that we did not emphasize more strongly her eminent worth as a teacher and member of society.

Miss Brown's zeal in her calling led to an untimely death. She was indefatigable in her efforts to lay aside disease and to continue her interesting work, but to no avail. Miss Brown died at Jacksonville, Illinois, May 9, 1877. Through her prolonged illness and delirium her thoughts clung in a painful degree to her class and school-room work. It may be said that she died in conversation with her class. One by one our friends leave us, and in contemplating the absence alone of such sweet characters as this young friend of ours possessed, it seems sad; but when we reflect that her leaving us has but given her joy an hundred fold more than we can experience, we feel consoled in saying "Thy will be done."

JOSEPH O. PYATT,

A teacher in the Pennsylvania Institution, died suddenly at his home in West Philadelphia, at 6 o'clock, on the 16th of August, 1878.

Mr. Pyatt was probably the oldest teacher in the profession, having taught continuously for forty-five years. At the time of his death he was sixty-eight or sixty-nine years of age. He was born in Pittsburgh, and was totally deaf

and dumb from infancy. He was one of the early pupils of the Pennsylvania Institution. After leaving the institution he learned the book-binder's trade, and worked for some time at this business.

As a teacher, Mr. Pyatt was intelligent, energetic, and very successful. He taught the younger classes, or those made up of pupils of dull minds who were not able to go on with the other classes.

Possessing neither comeliness of person nor gracefulness of motion, he was yet one of the clearest and best sign-makers, his object in making signs being to convey his idea. His lectures to the pupils and to the adult deaf mutes were always attended with the greatest interest, being easily understood by all. As a man, it suffices to say he was a good man, a sincere Christian.

The Master has called him to another sphere and to higher activities, but the fruits of his labors remain in the hearts and minds of those whom he has instructed and blessed.

ELMORE P. CARUTHERS.

Since the last assembling of this Convention, death has entered our circle and taken one of our most useful and valued members; not the veteran in the service, crowned with the labors and rewards of years, but the young man, full of hope and promise, early called to high position and in full tide of usefulness and prosperity. Then we mourned the loss and names of Peet, and Stone, and Burnett. Now we add to the glowing roll Caruthers—a name worthy to stand in close association with those fathers in deaf-mute instruction.

Elmore P. Caruthers, Principal of the Arkansas Deaf-Mute Institute, died September 3, 1876, in the thirty-fifth year of his age. He was born at Tallmadge, Ohio, October 9, 1841. Here he received his early training under the care of God-fearing parents, by whom he was early led to a life of

faith in the Saviour of men, and from whom he imbibed that Christian love and charity which were such marked characteristics in his after life. He entered Western Reserve College at an early age, graduating in 1865, the first in his class. He was immediately invited to a situation as teacher in the Ohio Institution for the Deaf and Dumb, and entered upon the work in September of that year. Here he continued for five years in the faithful and conscientious performance of duty, gaining great success in his work, and winning for himself such confidence and love from his pupils and fellow-teachers as few are able to inspire.

In April, 1870, he accepted the position of Principal of the Institute at Little Rock, Arkansas, and immediately entered the scene of his new and final labors. Here he met with peculiar difficulties, but his thorough knowledge of his profession, his skill, his patient labors and unflagging zeal and hopeful spirit, carried him triumphantly over all, and he was rewarded by seeing his institution brought to an advanced and highly honorable position. The high esteem in which he was held by his board of directors is sufficiently attested by the fact that when failing health admonished him, that he must rest for a time from his labors, they were loath to part with him, and desired that he would take such time as he required for rest and recuperation, but would not sever his connection with the institution. To a too close confinement to his duties, is probably due his untimely death.

To Mrs. Caruthers, whose love for the deaf and dumb has constrained her to remain at her post as matron and continue the work begun with her husband, and whose presence we so gladly welcome here, our deepest feelings of sympathy are tendered.

As a teacher, Mr. Caruthers' whole course was marked by earnestness, enthusiastic zeal, and conscientious devotion to duty. Apt in learning, he quickly understood the pecu-

liarities and wants of his pupils, and was skillful in imparting instruction. Beloved by them, he governed through affection rather than through fear. The duller were not neglected, the worst, stubborn, and wayward were kindly and patiently dealt with, and all were made to feel that he was not only their teacher but a sympathizing friend.

By his associates here, and by a large circle of friends, he was most highly esteemed, enjoying a rare degree of popularity. Modest, genial, warm-hearted, full of Christian charity, and of great purity of heart and life, his society and friendship were greatly prized. When Caruthers left the Ohio Institution he carried more than good wishes, he carried the love of this large household, and when the intelligence of his death returned, the hearts of all bowed in grief.

He has parted from us but he is still of us. We cherish his memory in loving remembrance.

JEREMIAH WOOD CONKLIN.

Jeremiah Wood Conklin was born March 18, 1818, and died January 26, 1878. His whole life was a struggle with obstacles, but, with the aid of the Saviour, he came off conqueror. Deaf from the age of ten years, and gifted with persistence rather than with quickness of intellect, he succeeded in overcoming the difficulties with which every one has to contend whose ear is closed before he has learned to comprehend the meaning of words, and he gained what really may be called a good education. By constant practice and study, he attained a clear style of writing which was simple, clear, and grammatically correct, and if he indulged in no flights of rhetoric, he made no blunders. His knowledge of geography, history, arithmetic, and, best of all, the bible, was extensive, and he was able to read books with ease and enjoyment.

Delicate in health, he lived so prudently and systemati-

cally as to keep off disease at arms length, while he made his recreations so contribute to his vigor that he seemed to work more unflaggingly than most men could in the sphere in which God had placed him. An insidious disease, however, was constantly making its inroads, little by little, and step by step, and twice was he obliged to undergo a painful operation, which he submitted to with courage and bore with fortitude.

The outlines of his life are simple. He was born March 18, 1818, and was within two months of being sixty years of age when he died. He became a pupil in the New York Institution in the year 1826 at the age of nine, and graduated in 1835 at seventeen. During the last two years of his course he was under the direct instruction of Dr. H. P. Peet, the principal of the institution and his life-long friend. In the year 1838 he was appointed a teacher in the institution, and continued to discharge the duties of this honorable office for nearly forty years.

In the year 1844, he, with three other deaf mutes educated in the institution, accompanied Dr. Peet in a tour through the State of New York, giving exhibitions in every town of importance and awakening great interest in the cause of deaf mute instruction. He appeared to great advantage in his written exercises, and made a happy impression upon all present. From first to last he showed himself an able teacher, though constant growth attended his experience. He devoted himself to the interests of his pupils, and was the means of securing the highest success to over three hundred of the brightest pupils here. To him were assigned the first three years of the course, and so perfect was the foundation he laid in penmanship, grammar, exactness of comprehension, and in manners and morals, that the pupil was, indeed, fortunate who came under his instruction.

His parents died years ago, and he made his vacation

home with his brothers, who successively lived on Long Island Sound and on the sea shore. Here he developed a great fondness for aquatic sports, and was skillful with the oar, the sail, and the hook and line, amusements he indulged in for the sake of his health, when he could command the leisure at the institution. Hence he became known as the mute "Izaak Walton." His last sickness developed very rapidly. Conscious of failing strength, he studiously and successfully concealed his condition, and worked steadily with his pupils till he was obliged to give up—and then, after a week's absence from his class-room, he determined to go to his home at Babylon, on the great South Bay, whose waters he so loved. He was removed tenderly, and it was hoped that under the care of his brother and sister he might speedily recover—but God, in his wisdom, took him to his rest above—a valvular obstruction of the heart causing his death quite suddenly.

But though the warp of his life was so simple, the woof was rich with all the elements that were calculated to make it valuable. He illustrated the value of character, as compared with wealth or genius. He had long loved and served the Saviour with unquestioning faith and child-like obedience, and was as well prepared for entrance into life eternal as any man could be. Prompt in all things, he did not, as many do, postpone the great duty and privilege of life to a dying day, and the result was that he not only lived a beautiful life but he was fully prepared for that immortality of blessedness which the death of Christ has secured for all those that love Him.

The estimate of his character, on the part of those that knew him best, is truly stated, perhaps understated, in the following preamble and resolutions :

At a meeting of the officers and teachers of the New York institution for the instruction of the deaf and dumb, held on Monday, January 28, 1878, the principal, Dr. Peet, being in

the chair, the following preamble and resolutions were unanimously adopted:

WHEREAS, It has pleased Almighty God to remove to a better world our friend and associate, Jeremiah Wood Conklin, who has spent in this institution nearly forty-eight years of his useful life—eight years as a pupil and forty as a teacher; and,

WHEREAS, It is peculiarly fitting that we should express the sentiments concerning his life and character which his death suggests; therefore,

Resolved, That in the deceased we have all of us recognized a man of remarkable singleness of purpose, peculiar adaption to his work, unerving faithfulness in the discharge of duty, incessant industry and eminent success as a teacher of the deaf and dumb, manifested by the fact that not only did his pupils make decided progress while under his immediate care but that the influence of his instruction continued with them throughout their entire course in the institution, and through the remainder of their lives.

Resolved, That his life was marked by a kind and sympathizing spirit, a self-denying, genial benevolence, a devoted attachment to his friends, and an intense interest in those committed to his charge.

Resolved, That his Christian character was marked by unquestioning faith, thorough conscientiousness, spotless integrity, truthfulness, piety, and simplicity, and that he never failed, if he thought that in manner or in word he had been guilty of injustice to any one, to make ample and unreserved acknowledgment and to ask forgiveness.

Resolved, That we hold his memory precious in the example it furnishes us of a faithful teacher and a godly man, and that in no other way can we contribute to make up for the great loss experienced by the institution in his departure than by making our lives conform more closely to him.

Resolved, That while we sincerely mourn the separation

from one whom we tenderly loved and shall never forget, we bow in submission to the will of an all-wise Providence, feeling that what is our temporary loss is his everlasting gain.

Resolved, That we will attend his funeral in a body, to pay the last tribute in our power to all that remains of him to whom life and immortality have been brought to life.

THE CHAIRMAN: Miscellaneous business is in order.

MR. PALMER: I wish to merely call the attention of the Convention to a matter which, had we had time, would have been brought up at an earlier date. I have noticed this afternoon, and have noticed it often before, that as soon as school work commenced to be explained you will see the teachers gather up and ask questions, how this is done, how that is done, how the other thing is done? Now I am going to make a proposition so that we can meet together, and stay a month together, and have good teachers, and go regularly to school again; I would like to go to school for a month. [Applause.] I would like to go to such a school as this, and have such scholars around me, and have some of the veterans here, teachers and principals, to instruct me. Some people think they know all about it, but I have learned a great deal, and I never come to a Convention but what I learn, and I am going to offer the following resolution:

Resolved, That a committee of three be appointed to make arrangements for a normal school of the teachers of the deaf and dumb, to be held during the vacation of 1879, if they shall find that a sufficient number of teachers will attend to make it practicable.

DR. PEET: I will offer an amendment to that resolution. It is always very difficult to appoint such a committee, and when we have a standing committee of the Convention it seems to me desirable that it should be left to the standing committee. They can very easily act upon the subject and

they can make provision for it. I have noticed always that every subject that is referred to a select committee has the go by, and the only object of my offering the amendment is not because I am opposed to the resolution; in fact, I am very ardently in favor of it. I should like to learn a little more on this subject myself, but I desire that this should be referred to the standing committee, because this committee has all the business of the Convention; therefore, I would ask you to accept that amendment.

MR. PALMER: I accept the amendment, and, in addition, will state that I have given a great deal of thought to this, and have talked a good deal with members of the Convention about it. If some cheap place could be procured on the sea coast I think we would find that a gathering of teachers would assemble in the summer, and that suitable persons would be there to instruct them, and those who instructed would have full control of the school, as in other normal schools. I think it eminently practical, and, so far as I am concerned as principal of an institution, I would earnestly recommend our institutions to pay the expenses of several teachers to go and attend a meeting of this sort. Each institution has a system of its own, to a certain extent; by having a regular normal school there would arise a greater degree of desirable uniformity in our institutions. The resolution, as amended, was as follows:

Resolved, That the standing committee be requested to make the necessary arrangements for a normal school of the teachers of the deaf and dumb, to be held during the vacation of 1879, if they shall find that a sufficient number of teachers will attend to make it practicable. The resolution was unanimously adopted.

DR. PEET: I think that the resolution which I now present does not require any argument.

Resolved, That it be referred to the standing committee to consider the advisability of establishing a depository o

works on deaf-mute instruction, and designating a bureau of information with regard to persons desiring the position of teachers in institutions for the deaf and dumb, and that power be given them to effect these objects so far as seems to them desirable and feasible. The resolution was unanimously adopted.

MR. PARKER: I would like to offer the following resolution:

Resolved, That the exhibition of specimens of the literary, industrial, and art products of our institutions, partially made at the eighth and at this, the ninth, Convention, has proved exceedingly useful and interesting, and should be encouraged at subsequent Conventions. Adopted unanimously.

DR. PEET: I would suggest that the Convention adjourn until to-morrow afternoon, and assemble at that time in the Amusement Hall of the Columbus Asylum for the Insane. Provision has been made by the local committee for the entertainment of the Convention during the day and at that time. Motion carried.

The Chairman called on Dr. Thomas Gallaudet to invoke the divine blessing, after which the Convention adjourned.

SIXTH DAY.

Thursday, August 22, 1878.

The members of the Convention were conveyed by the authorities of the institution to several of the other institutions and public buildings of the city, starting at eight o'clock.

At the Institution for the Blind an address of welcome was made by Mr. Churchman, President of the Convention of Teachers of the Blind, and responded to by W. J. Palmer, of Ontario.

At the State House the party was courteously received by the Governor, and all the offices and public halls were thrown open to inspection.

At the Penitentiary the Warden, J. B. McWhorter, met the party and conducted it through every department of the prison.

It visited next the Asylum for Feeble Minded Children, and was conducted by Dr. Doren and the ladies of the household through every part of the house. The schools were opened for exhibition, and in the amusement hall a series of gymnastic, vocal, and orchestral exercises were performed, to the satisfaction and the delight of the visitors. The guests of the house were next seated at tables loaded with the materials of an elegant lunch, served with the politest attention. After lunch, the members of the Convention assembled in Amusement Hall.

MR. HAMMOND: I have a resolution to present to the Convention:

Resolved, That the thanks of this Convention be given to Dr. Doren and his worthy assistants for the delightful entertainment and bountiful hospitality extended to us to-day.

In presenting this resolution, Mr. Chairman, I would like, if I were able, to enforce it by a few timely remarks—by something that should be effective—by something that should show the appreciation we have of the way in which the people of the State in general, and of this institution in particular, have extended their hospitality, and opened their arms and their hearts to us, coming from other States; but such feelings, sir, it is not always possible to express in words. At the same time, I hope that all of our friends here will understand that we appreciate these things none the less. Sir, when I see an institution of this kind, built, endowed, and carried on for the benefit of the class for which it has been so built and is so carried on; when I see such an institution as this in Ohio, and when I remember there is an-

other in New York, and another in Illinois, I am very sorry, sir, to think that in my own State, the State of Indiana, we have not yet seen any such enterprise. I hope that the day is not far distant when Indiana will take her place among these States, and have something that shall be worthy of our philanthropists.

I am very glad to be able to say, upon the part of this Convention (and I am sure it is the truth), to Dr. Doren and his assistants in this work, that this institution might entertain conventions from all parts of the United States; you might entertain bodies of legislators; you might entertain gentlemen of high legal attainments; you might entertain conventions of almost any sort, but I would assure you, upon the part of this Convention, and I am very proud to say it, you could never entertain a convention whose members would have a higher appreciation of the success you have attained than have the members of this Convention. [Applause.]

In conclusion, sir, I would say, that as for myself, and I think every one here feels the same, we shall go to our separate homes, far apart throughout this Union, and feel for the next year that we have a renewed zeal in our work from having gathered here; and I think that every one will be able to say, as I can, heartily, that if you should ever come into our section of the country, and we could possibly do something to show our appreciation of what you have done for us, we will do it to the utmost of our ability. [Applause.]

DR. PEET: In seconding the resolution just offered, I sincerely second the thoughts and expressions which have so gracefully issued from the lips of the gentleman who has presented it. It is impossible in such a connection to bring out fully and clearly what really ought to be said on such an occasion. The principal point that strikes me as peculiarly pertinent here, is that this hospitality and the ap-

preciation of this hospitality grow from the same cause; the peculiar sympathy in the development of mind. The members of this Convention seek to elevate a human being, separated from all that is great and enabling in humanity, to a knowledge of the Father who made, of the Saviour who died for him, and of all those principles of right which characterize man in his dealings with his fellow-man, and all those emotions which make man superior to the brute creation; and by degrees we take this human being so clouded, so enfeebled, and raise him to a sphere in which he feels related to the Creator and in which he feels he has a share in the great concerns of life. This condition of man is caused by a physical disability: viz.: deafness from that early age which excludes one from the knowledge of language and the current thought of society. And this institution has a class of pupils who have the same disabilities from another physical cause—a defect in the nervous organization. Hearing is perfect; sight is perfect; the nervous organization is wrong; the brain is wrong, and that has to be set right.

The peculiar methods employed to overcome these physical defects which are recognized as fundamental in our own profession, are recognized as fundamental in this work, and I think we could all come here and learn a very great deal. Men who are prominent in education, and especially those who direct the common school system of the different States, always point to their institutions for the deaf and dumb as places where men can learn the philosophy of teaching, because they have peculiar difficulties to contend with, and the overcoming of those peculiar difficulties gives rise to new efforts and discoveries. Now I think we can come here where there are other and greater difficulties, and we can find out things that we never thought of before; new means of overcoming difficulties, and I propose for myself to make some arrangement with the great State of Ohio by which I

may be admitted into this institution for a month or two months, [laughter,] so that I may learn all the principles which underlie this great work. Indeed, it is the finest exhibition of this work that I ever saw.

I have visited a good many institutions for idiots, both abroad and at home, and I never saw anything to compare with this [applause] in the splendid character of the buildings and surroundings, and in the methods pursued, and in the results attained. Idiots were never before as interesting to me as they are to-day, and I am not able to say whether it is such a bad condition as has been supposed. One thing is certain ; it is no disgrace, it is simply an affliction ; and I am happy to say that people are beginning to use less offensive terms in connection with these classes. We no longer say deaf and dumb, but are beginning now to speak of those deprived of hearing as the deaf. People no longer apply offensive terms to those whose minds are incapable of independent action, but they speak of them as persons whose intellects need peculiar training, and they begin to honor these schools for mental training ; and I believe, sir, from what I have seen to-day, and what I have seen of other schools, that if we could take half of the pupils in the public schools, and bring them here, and have them trained here under these influences, and by these methods we should have far better training of ordinary people than we have now. [Laughter.] If I should express all the emotions that its success inspires in me, I should esteem it a very great pleasure, because the expression of our emotions is always pleasant, but I fear that it would not be so pleasing to others, and so, sir, with an assurance of my absolute and entire sincerity in what I have said I leave in your hands these resolutions. Resolutions adopted unanimously.

MR. BARRY : I rise to make a motion to amend this programme. I don't know how others may feel, but personally I feel embarrassed. I don't know what to do. It says "to the

Asylum for Feeble Minded Children at 11 o'clock for luncheon," but I propose to dispose with luncheon and not take any. [Laughter.] I don't see how we can take any. I don't suppose that feast in there was luncheon, and really I think the better way would be to amend this programme.

G. O. FAY: The members of the Convention will now take leave of Dr. Doren to re-assemble at the Hospital for Insane.

The Convention gathered presently at the Asylum for the Insane in Amusement Hall, the Vice President, Dr. Mac Intire, in the chair.

The Superintendent and Trustees of the institution formally received the Convention as presented by Superintendent Fay.

Dr. Mac Intire spoke as follows:

GENTLEMEN: We, the Convention of the American Instructors of the Deaf and Dumb, being in session here, in the heart of the United States, for the purpose of transacting business, very gladly accepted the invitation to visit this institution, and we unite our sympathies with your cause, and invite your sympathies and assistance in the cause in which we labor. We have taken the liberty to adjourn our Convention to your Hall and also to examine your institution, and I know that we will be, and have been entertained by the exhibitions of the liberality of the State of Ohio beyond that of almost any other State.

We very gladly came to meet with you and mingle our sympathies with yours in this grand cause of humanity. We are all laboring for the same thing—the relief of our fellow-beings from the infirmities under which they labor; and we are glad to know that the State of Ohio has been so liberal in the magnitude of its buildings and the extent of the provision it has made for the cause which we represent. We have just come here from your neighboring insti-

tution, where we have seen something that is an example to all the other States. The State I represent in this Convention—Indiana—has no institution of that kind, and I am sorry that we have none, for we have seen the good it is doing here and we will go home and labor, not only in our particular cause, the relief of the deaf and dumb, but also labor that we may have such an institution as you have in in this State.

Dr. Firestone, Superintendent of the Columbus Hospital for the Insane, responded as follows :

Mr. President, Ladies, and Gentlemen: I really feel very much gratified, and when I say this I speak the sentiments of all the members of the board, that you have honored us this day by your presence. It is but seldom that we have feasts of this character, so very choice as we have to-day. You are engaged with us in a great work—the relief of a portion of suffering humanity—engaged in work that calls forth all the better feelings of the heart. We are sometimes led to boast of our triumph on the field of battle, our brilliant marches to victory; we may boast of the number of our comrades who are slain in battle, but a greater triumph and a greater boast is that which springs from the spirit of of kindness and good, the triumph that is born of the spirit of love and benevolence. It this, indeed, or rather these, that move the world. As we advance in civilization, as we advance in sciences, as we advance in knowledge, we also advance in the spirit of kindness and good will, as is evidenced all over the United States by the erection of large institutions for the collecting together of the unfortunates that may be relieved. I, indeed, feel very thankful to the presiding officer on this occasion, that he has passed the compliment that he has upon our beloved State—the State of Ohio—for its benevolent institutions. We, as citizens of this city, feel especially proud of its manifest spirit of benevolence and kindness.

We have now just completed a large institution for the treatment of the insane, a class of unfortunates different from those under your charge, but still unfortunates. It is said to be the largest institution of the kind in the United States, if not in the world. Its capacity, at the present time, will approach something near a thousand. Nearly or quite nine hundred are already here, and it is only a year since our halls were first opened. Other institutions in other parts of the State are being filled with these unfortunates, and are doing a great work. Besides four State institutions, in active operation, we have private institutions for the treatment of the insane, and those that are supported by the cities of Cincinnati and Toledo. We have altogether a capacity in Ohio of over four thousand persons that can be provided for in the benevolent institutions, or those institutions erected by the benevolence of the people of our growing State.

I can only say to you, ladies and gentlemen, that we thank you sincerely for this visit, and we also wish to say before parting that we wish you God speed in the great work in which you are all engaged, for you have done a great work; the world recognizes it; and every benevolent person, every person imbued with the spirit of kindness, must admit that yours is a great work; and we can only say that we are endeavoring to walk, in a humble way, to walk hand in hand, step by step, with yourselves in benefiting our fellow men. Before closing, permit me to say that the building is thrown open for your inspection and ushers are provided to conduct you through its different apartments, and we ask you, before taking your leave, to examine all the different wards in which patients are taken care of. The several parts of the building we think are interesting in character.

Ladies and gentlemen permit me to thank you and bid you God speed in the work in which you are engaged.
[Applause.]

THE PRESIDENT: The Convention of American In-

structors of the deaf and dumb will now come to order. We have a little business yet to transact before we separate. The Convention is now opened for business to be presented.

MR. COCHRANE, of Wisconsin: Mr. President, before the final adjournment I wish to introduce the following resolution:

Resolved, That all invitations for the entertainment of the next Convention be referred to the standing committee, who shall determine the matter, and duly announce the time and place. Resolution adopted.

Mr. Hill, of Maryland, offered the following resolution:

Resolved, That G. O. Fay, C. S. Perry, and Robert Patterson be appointed a committee to whom shall be entrusted the minutes and papers of this Convention for publication and distribution. Adopted.

S. A. ECHOLS, of Georgia: Mr. President: To those who have so kindly received this Convention, and to those who have assisted us in coming here, and made us so welcome, there ought certainly to be some expression of our appreciation; I therefore offer the following resolutions:

Resolved, That the thanks of the Convention are hereby tendered to the representatives of the press who have attended upon its sessions, and to the press of Columbus for the full and satisfactory published reports of its daily proceedings, and to the official reporter, J. V. Lee, for his faithful services.

I also offer the following:

Resolved, That the thanks of the Convention are hereby tendered to the Baltimore and Ohio; the Cleveland, Columbus, Cincinnati, and Indianapolis; Columbus and Toledo; the Hocking Valley; the Scioto Valley; the Pittsburg, Cincinnati, and St. Louis; the Columbus and Mt. Vernon; the Cincinnati Southern; and the Grand Trunk Railway, of Canada, for their liberality and kindness in granting re-

duced fares to delegates to the Convention passing over their roads.

In introducing these resolutions I will say, sir, that, coming as we do from the remotest part of the country, the courtesies of the railroads should be highly appreciated. It has been a great accomodation to the different members of the Convention.

We come here, sir, representing in this Convention the interests of the deaf and dumb in twenty-six different States of the Union; and coming as we have done, from these widely different sections of the country, we find ourselves received by the press of the State Capital of Ohio with cordial welcome. It matters not from whence we come, we are all equally welcome. Coming as I do, from a State of that number, which, a few years ago, separated itself, or undertook to do so, from this nation; coming from a State that, a few years ago, was at enmity with the State of Ohio, from a State where the soldiery of Ohio stood battling face to face with the soldiery of my State, I cannot help but feel very deeply, very earnestly, the cordial welcome that we, as delegates from our State, have received.

A few years ago, sir, I was riding over what was the battle field of the famous battle of the 22d of July, 1864—I had not been over the ground for two or three years—but in riding over it I was astonished to find that there was scarcely a trace of the breastworks that were thrown up. The city had spread out and the settlers had filled up these trenches. There was scarcely a reminder of that bloody conflict.

There are members of this Convention who, in 1864-5 were prisoners of war in Camp Chase, and we looked to find, if possible, the place where the tramp of the soldiers was heard in guarding these prisoners, and we find, sir, a field of waving grain, and I feel like expressing the satisfaction that I have, and I express in doing so, the feelings of the people of my State, the great satisfaction that all ill-will has

been healed, and that we come, although from different sections, as brothers in this glorious cause, the benefiting of the unfortunate deaf and dumb of the country.

I hope, Mr. President, that whenever we meet again, four years hence, I can only hope this, that we will meet under such pleasant auspices, receiving the same cordial welcome that we have received from the hospitable citizens of Ohio. [Applause.]

The following telegram was referred to the standing executive committee :

CAPON SPRINGS, W. VA., *August 20, 1878.*

To the President and members composing the Convention of Instructors of the Deaf and Dumb, care Captain Covell :

If not incompatible with your interests, this celebrated watering place is hereby tendered to your honorable body for its next meeting.

WM. H. SALE,
Proprietor.

Mr. Hubbard introduced the following :

Resolved, That the thanks of the deaf-mute members of this Convention be tendered to the Rev. Thomas Gallaudet, and his several assistants, for the able manner in which they have interpreted the daily proceedings. Adopted.

MR. STONE: I take great pleasure in introducing a resolution which, I believe, will awaken an echo in the heart of every member of this Convention.

Resolved, That the thanks of this Convention are hereby tendered to the secretary and his assistants for the accurate and faithful discharge of the arduous and confining duties assigned to them.

Resolved, That the thanks of this Convention are hereby tendered to its President for the dignity, impartiality, and courtesy which have characterized his discharge of the delicate and responsible duties of his position.

THE PRESIDENT: The Convention will understand that these thanks are not to the present occupant of the chair, but to the Rev. Dr. Chapin, of Wisconsin, who presided until a short time ago, when he was compelled to leave. Unanimously adopted.

Mr. Ely, of Maryland, offered the following :

Resolved, That the thanks of the Convention are hereby tendered to the authorities of the Institution for the Blind, the Penitentiary, the Asylum for Feeble-Minded and Imbecile Youth, the Hospital for Insane, the State House, and the Western Union Telegraph Company, for the courtesies extended to us.

MR. ELY: In support of the resolution, I desire simply to say a word to express the appreciation and gratitude which we feel for the cordiality with which we have been received by the people of this State and by the representatives of the different institutions, and to express our admiration and our wonder at the generous provisions which the State of Ohio has made for her unfortunates.

MR. PALMER: I wish to say something on this resolution. I should not do justice to this subject of our visit here were I not to express my thanks, coming from the other side, for the cordiality extended to us, one and all ; but, as before remarked, in the great work in which the gentlemen here present are engaged, and in which we are engaged, it knows no "other side." Every heart beats in common in that great cause, and I am very much pleased with the manner in which the State of Ohio has provided for her afflicted. [Applause.]

Mr. Connor introduced the following resolution :

Resolved, That this Convention expresses its grateful appreciation of the bountiful hospitality extended to it, during the week of its session, by the board of trustees, through the courteous and inviting attentions and care of the superintend-

ent and his wife, of the steward and ladies of his family, of the matron, the assistant matrons, and housekeeper.

MR. PALMER: Mr. President and gentlemen of the Convention: I feel I can cordially second the resolution just offered by Mr. Connor, of Georgia; and I can do so with some appropriateness, as the Convention did me the honor to accept the hospitality of our institution four years ago.

Now, our friend Mr. Fay, superintendent of this institution, as those who know him well are aware, is a man (not like myself, perhaps) who never makes much noise about anything. He didn't tell us what he was going to give us; how he was going to entertain us; but we came expecting that he would do this, as he does everything else—all right; and I can truly say, Mr. President, whatever our anticipations were, whatever we expected, of his generous, abundant, wholesouled, and cordial welcome, the half had not been told. [Applause.] I had just returned, when I came here, from the sea coast, where I had gained some ten or twelve pounds; and when I leave here I may safely say that folks will not believe me when I tell them how much I have gained in every way. Call it Ohio hospitality! I don't know what you call it. I feel sure that if this is the way they treat people in Ohio I am coming often; if this is the way they treat foreigners as well as natives. [Applause.] Expect me again soon. Sir, in thinking of our visit here I cannot but think of our adjournment four years ago on a sand-hill on the shores of Lake Ontario, and while we think of how much we have enjoyed ourselves here, we should speak a word of some who are not here to share with us this generous hospitality. Of these, some have gone to their long homes after their labor of life is over. I allude to our friend, Mr. Caruthers, of the Arkansas Institution, a member of our profession whose presence at the last Convention contributed so much to the interest of the assemblage, and to the venerable Mrs. Gallaudet, who was a mother amongst us,

and whom all loved and honored. They have gone to their reward, but their works do follow them. There are others whom we miss now; we will briefly allude to them. We miss our venerable presiding officer, Deacon Turner, of whom it may truly be said:

“None know him but to love him,
None name him but to praise.”

We miss our genial friend, Bartlett, who was so pleasant and good-humored always, and our young and ardent friend, Greenberger, of New York, who has sent the best of excuses; he married a wife and couldn't come. [Laughter.] Then we miss our personal friend, of many years standing, Nichols, of North Carolina. The genial faces of Carter and Johnson are not with us. We miss our venerable friend, Dr. Kerr, whose presence gave such dignity, and whose wise counsels we so much appreciated. Then the earnest Gillett, of Illinois; how much life and spirit he always gave the Convention. We are sorry to learn that ill health has taken him abroad; but when he returns we hope to see him again as full of life and spirit as in days of yore; and then we miss our friend, Wilkinson, of California. He was always ready for a fight, it made no difference on what subject, one side or the other, we might always “count him in.” Then our zealous friend, Noyes, of Minnesota, who was laboring in the extreme south, and who is recently laboring in the extreme north, we miss him very much. And our courteous friend from Virginia, McCoy, we miss him from our counsels. He is, I am sorry to say, seeking health in some watering place of his native State. We miss the smiling face of Bangs, of Michigan, who has left our profession and is now devoting himself to literary pursuits. Also the thoughtful countenance of Weed, of Wisconsin, who now gives the benefit of his talents to the work of instruction in the Philadelphia Institution for the Deaf and Dumb. We regret the absence of Sister Mary

Anne, of St. Mary's Institution, Buffalo, N. Y., and Sisters Josephine and Isadore, whose well known devotion to the work of deaf mute instruction made them so heartily welcome at the last Convention.

And we much regret the absence of J. Scott Hutton, that earnest worker of Nova Scotia, who came from the old country, and having served twenty-one years in America, and attained full manhood in our profession here, has gone back to his old home to finish up his work there. Then last, but not least, we miss the enthusiastic Bell, who, for the past seven or eight years has taken such warm interest in our work, and though now he is abroad, and the ocean separates us, he is still present with us through visible speech and through the telephone, which has gained so much fame throughout the world.

Now, Mr. President and gentlemen of the Convention, while we have enjoyed ourselves so much, I felt that it was fitting that I should mention the names of these connected prominently with our profession, and, perhaps, sir, there may be names of others that I have omitted, but I mention those who come to my mind just now.

Sir, we will soon separate, feeling that we have accomplished a great deal for the cause in which we are engaged, and I hope when we come together again, four years hence, that we may meet all those now present, all those engaged in our work, and many of those whom I have mentioned, now absent.

With this, sir, I take my seat, feeling that words cannot express what I feel, and in bidding good bye to all here, I wish to say that any time you will come to visit us in Canada, in any of our public institutions—and I can say to the gentlemen representing the different public institutions here, that in Ontario, my adopted home, as you all know, we have institutions of like character, I can promise that

you will be as kindly and cordially received as I have been here.

Now, gentlemen, I cordially second this resolution.

Unanimously adopted.

MR. FAY, of Ohio: Mr. President and members of the Convention: I regret very much that no members of our board are present to recognize, upon the part of our institution, the very kind terms of your resolution. I assure you that pressing business engagements only have prevented their attendance. They have most cordially entered into all the arrangements necessary for your entertainment, and as an institution, we all have esteemed the burden of entertainment as exceedingly light. The days have really been too short and the nights too long. We have found your society delightful, and we regret the time is so rapidly approaching when we must part with you. We would gladly detain you longer. We have felt an increasing interest in the members of the Convention, and we are happy to know that you have found comfort in our entertainment. It will give us great pleasure hereafter, either as an institution or as individuals, if members of this Convention—those concerned in the great work of educating the deaf and dumb—will call upon us and renew to-day's friendship. Be assured of the hospitality at any and all times which, in the name of the State of Ohio, we have delighted to extend to you. [Applause.]

DR. THOS. GALLAUDET: I feel that I cannot allow this opportunity to pass without expressing my own personal appreciation of the courtesy shown to me as a member of the board of trustees. I simply want to thank the Convention for the courtesy and kindness which have been extended to me by the members.

The minutes of the Convention were then read and approved.

The Ninth Convention then adjourned *sine die*.

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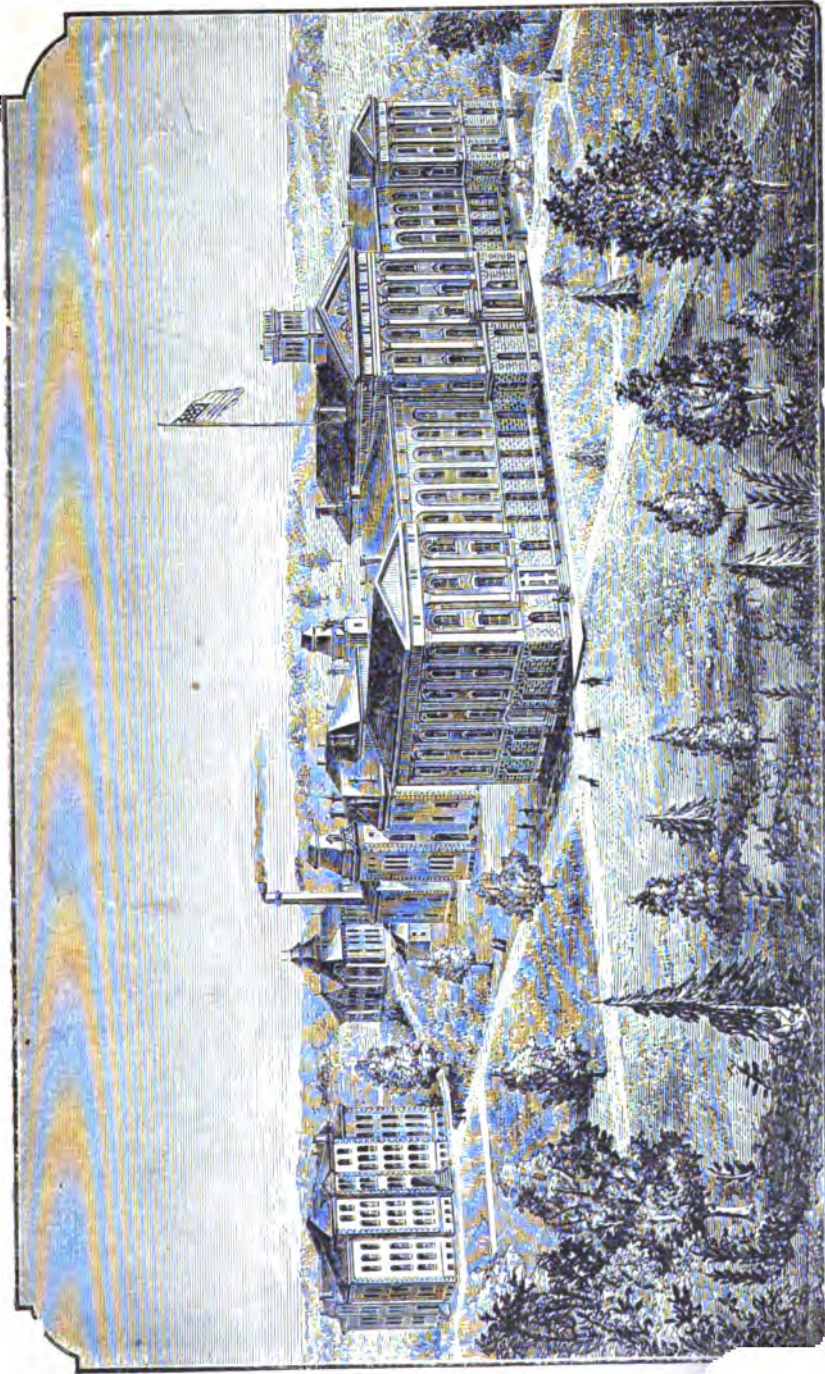
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Illinois Institution for the Education of the Deaf and Dumb, at Jacksonville.

Proceedings of the
PROCEEDINGS

OF THE

TENTH CONVENTION

OF

AMERICAN INSTRUCTORS

OF THE

DEAF AND DUMB,

HELD AT

JACKSONVILLE, ILLINOIS,

AUGUST 26-30, 1882.

SPRINGFIELD, ILL.:
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PROCEEDINGS OF THE TENTH CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF AND DUMB.

The Tenth Convention of American Instructors of the Deaf and Dumb assembled at Jacksonville, Illinois, August 26, 1882, at 3 P. M., in the chapel of the Illinois Institution.

E. M. GALLAUDET, LL. D., President of the National Deaf-Mute College, Washington, D. C., called the meeting to order, saying:

Ladies and Gentlemen: As chairman of the executive committee, it becomes my duty to read the call under which this convention meets.

DR. E. M. GALLAUDET then read the following call of the convention, which was interpreted by Dr. Thomas Gallaudet.

NATIONAL DEAF-MUTE COLLEGE, KENDALL GREEN,
NEAR WASHINGTON, D. C., March 15, 1882.

At the Ninth Convention of American Instructors of the Deaf and Dumb, held at Columbus, Ohio, August 17-22, the following resolution was adopted:

"Resolved, That all invitations for the entertainment of the next convention be referred to the standing committee, who shall determine the matter and duly announce time and place."

At a meeting of the committee, held in New York, on the 28th of February, 1882, a communication was presented from the board of trustees of the Illinois Institution for the Education of the Deaf and Dumb, through Dr. Philip G. Gillett, superintendent, inviting the convention to meet in Jacksonville, at their institution, during the summer of 1882.

An invitation was also presented from the board of directors of the California Institution for the Education of the Deaf and Dumb and the Blind, through Mr. Warring Wilkinson, principal, offering the hospitalities of their institution to the convention.

After a careful consideration of the interests and convenience of all concerned, the committee decided to accept the invitation of the authorities of the Illinois Institution, and, by order of the committee, notice is hereby given that the Tenth Convention will be called to order, in that institution, on Saturday, the 26th day of August, at 3 p. m.

An invitation is extended to all persons engaged in the education of the deaf in the United States and the Dominion of Canada to be present at this convention; and it is suggested to the principals of the several institutions that they invite such persons as may have been instructors, or are, for other reasons, interested in deaf-mute education, as might, in their judgment, properly participate in the proceedings of the convention in the capacity of honorary members. By order of the convention, the committee recommend to th

of papers to observe the limit of twenty minutes, and it will be required that no paper shall exceed thirty minutes in its delivery; also that an abstract, not to exceed one page, be furnished to the business committee of the convention on the first day of the meeting.

The committee request that early notice may be given of intentions to present papers, the titles being forwarded to Philip G. Gillett, LL. D., who has been appointed local committee of arrangements, to whom, also, due notice should be given by the delegates, of their purpose to attend the convention.

It is expected that the sessions of the convention will continue at least through Wednesday, the 30th of August.

In behalf of the committee.

(Signed)

E. M. GALLAUDET,
Chairman.

Dr. E. M. GALLAUDET proceeded:

The hour for the assembling of the convention having now arrived, I will venture to take the preliminary steps, by nominating Dr. Isaac Lewis Peet, Principal of the New York Institution for the Deaf and Dumb, as temporary chairman of the convention, and Prof. John H. Woods, of the Illinois Institution, as temporary secretary.

The nominations were confirmed.

Dr. PEET came forward, and in taking the chair said:

Ladies and Gentlemen: I deem it a distinguished honor to be called upon to preside over an assembly of those who are consecrated to this great and noble work, who are thus serving God and serving man, and are thankful for the opportunity; and I feel it also an honor and a privilege to meet you under circumstances in which, perhaps, a portion of a long experience may be of some benefit to you, and at the same time I may be privileged to gain some new thoughts with regard to the work in which we are engaged. For I hold that there is no man, however far advanced in the good work—there is no one, however little advanced, that can fail to learn more and more from year to year. I never felt like those who think that individual discovery is sufficient—that a man should work out his own problem without reference to others; that he should keep all his methods secret, as was once the characteristic rule of institutions for the deaf abroad. Both Heinicke and Braidwood kept their methods secret, and it was difficult to extort from them or to gain from them in any way, except under terms which were almost impossible to be fulfilled, an idea of their method of instruction. They wished to do it all, but in such a convention as this every one comes with a little contribution towards the great work, willing to give and willing to learn. I regard a convention of teachers of the deaf, recurring as it does every four years, as marking an era of progress in the education of this class; and it has also the effect of bringing nearer together in the bonds of christian sympathy and love, those who are working for the same great cause and leading them more earnestly and more devotedly to accomplish the work which is given them to do.

The convention is now called to order. What is your further wish?

Mr. JOHN W. SWILER, superintendent of the Wisconsin Institution, moved that a committee of three be appointed on enrollment.

The motion prevailed, and the chair appointed J. W. Swiler, H. A. Gudger and G. Wing, such committee.

The committee retired to make up its report.

Rev. Thomas MacIntire, of Michigan, moved that a committee be appointed to nominate permanent officers of the convention. The motion prevailed, and the following named persons were appointed the committee: T. MacIntire, J. Williams, J. N. Tate, D. S. Rogers, L. A. Sheridan.

Dr. P. G. Gillett, superintendent of the Illinois Institution, said he had laid upon the table of the temporary secretary some communications received from gentlemen who were unable to be present. Dr. Gillett also said that Mr. Wilkinson, of California, had written him a private letter, in which he requested him to express to the convention his regret at not being able to be present. The exigencies of the California Institution made it necessary that he should go east in the month of May, and return to California in June, and he did not find it practicable to make a second trip at this time, and consequently he was not present; but he sent his congratulations to the convention, and to all of its members, and expressed a very earnest desire that the session might be pleasant and profitable.

Dr. Gillett had also been requested, through a private communication, to express the great regrets of Miss Trask, principal of the articulation department, because of her inability to be present. She expressed a desire that the convention might be pleasant and profitable.

Dr. Noyes suggested that a committee on necrology be appointed; but on the President's stating that this committee was usually appointed after the permanent organization had been effected, the motion was temporarily withdrawn.

The temporary secretary read the following letters of regret:

MY DEAR DR. GILLETT:

BELOIT COLLEGE, BELOIT, WIS., June 26, 1882.

Many thanks for your kind invitation to the convention of instructors of the deaf and dumb. I should love to be there, for I have very pleasant memories of the meeting at Columbus. But other engagements will forbid my going. I beg you will present my cordial greeting to those who may be gathered, and my best wishes for a happy meeting and conference.

Very truly yours,

A. L. CHAPIN.

WEST VIRGINIA INSTITUTION FOR DEAF-MUTES AND THE BLIND,
ROMNEY, W. VA., August 2, 1882.

DR. P. G. GILLETT,

DEAR SIR: Vexatious delays have to such an extent attended the improvements on foot here this summer, as to hinder me from leaving home at the time fixed for holding the convention; must therefore forego the pleasure of being with you all in this re-union, which I assure you is to me a grievous disappointment. My hearty good wishes will go out for the complete success of the convention, which is, however, already well assured under your guidance and management.

Very respectfully and truly yours,

J. C. COVELL,
Principal

PENNSYLVANIA INSTITUTION FOR DEAF AND DUMB,
PHILADELPHIA, August 7, 1882.

P. G. GILLETT, LL. D.,

DEAR SIR: I regret to have to say that the state of my health will not permit me to be present at the Tenth Convention of American Instructors of the Deaf and Dumb, to be held at Jacksonville on the 26th inst.

Miss Emma Garrett, who has charge of the branch for oral instruction, will attend, and I hope that Mr. A. L. E. Crouter, one of our teachers, will also be there. Hoping that the convention may be the means of doing much for the advancement of the cause of deaf-mute education, I am

Yours respectfully,
JOSHUA FOSTER.

PELLA, IA., August 21, 1882.

P. G. GILLETT, *Superintendent of the Illinois Institute for the Deaf and Dumb,*

DEAR SIR: I regret very much that circumstances are such that I cannot be present at the convention. I very much feel the need of being present and getting inspiration from the occasion and advice of those who are older and more experienced in the work than I am, but other and unavoidable arrangements prevent. Though not present in person, I shall be with you in spirit. My heart is in the work and any advancement you may make in the great cause of deaf-mute instruction will meet with a hearty welcome on my part. That the convention may be harmonious and productive of great and lasting good, I earnestly desire. Hoping that I may be able to be present at future gatherings, I am

Very respectfully yours,
J. W. BLATTNER.

WESTERN PENNSYLVANIA INSTITUTION FOR DEAF AND DUMB,
TURTLE CREEK, ALLEGHENY CO., PA., August 22, 1882.

P. G. GILLETT, LL. D.,

DEAR SIR: I regret very much that poor health will prevent my attending the National convention soon to be held at your place. It is, indeed, a grievous disappointment, for I had anticipated great pleasure in meeting many former associates, and great profit from the proceedings and discussions of the convention.

Please present my regards to the members, and regrets that I cannot meet with them, and to the convention my congratulations that it assembles under such favorable auspices.

With great respect, I remain yours, etc.,
J. A. McWHORTER.

FARIBAULT, MINN., August 23, 1882.

Dr. P. G. GILLETT,

DEAR SIR: I have accepted the position in the Colorado Institution, made vacant by the resignation of Prof. McGregor.

It would give me much pleasure to attend the convention as a representative of that Institution, but circumstances are such that I am unable to do so.

Hoping that your deliberations will do much in advancing the cause of deaf-mute education, I remain,

Yours respectfully,

P. W. DOWNING.

CLARKE INSTITUTION FOR DEAF-MUTES,
ROUND HILL, NORTHAMPTON, MASS., August 24, 1882.

Dr. GILLETT,

DEAR SIR: I am very sorry to send regrets to-day instead of starting myself for the west.

Had not the United States mails miscarried my letters, I should have left to-day for the convention, but business matters, which could not be put off until my return, have been delayed just long enough to prevent my going. Please express my regrets and hearty good wishes to those gathered in convention. Accept thanks for your kindness in writing me so fully of the route.

If I cannot attend the convention, I hope some time that I can visit your school while in session, and so perhaps gain as much as I now lose.

With kind regards to your wife and yourself,

Yours truly,

H. B. ROGERS.

PEORIA, August 26, 1882.

DEAR FRIEND GILLETT: Your invitation to attend the convention of instructors of the deaf and dumb now in session at the Illinois Institution is received—accept thanks for the invitation and for the evidence it affords that I am still kindly remembered.

It would give me great pleasure to accept your invitation, were it possible for me to leave home. The health of my wife is such that I cannot be away even for a day, unless absolutely necessary. I hope you will have a pleasant and profitable meeting.

I have a pleasant remembrance of the one I attended over twenty years ago.

Remember me to Mrs. G.

Your Friend,

ROBERT BOAL.

OFFICE SUPERINTENDENT OF INSTITUTION FOR THE DEAF AND DUMB,
JACKSON, MISS., August 23, 1882.

PHILIP G. GILLETT, ESQ., *Superintendent Institution for Deaf and Dumb, Jacksonville, Ill.,*

MY DEAR SIR: Yours of July 25 came duly to hand, for which please accept our thanks. I am sorry to say our Institution will not be represented at the convention.

The erection of buildings for the colored, and extensive improvements at this part of the institution, render it impossible for me to be absent. I had hoped to be present that I might meet you in person, see your magnificent institution and enjoy the pleasures and reap the benefits of the convention.

Hoping your institution may continue to prosper and that the convention may be a pleasant and profitable one, I am yours very truly.

J. R. DOBYNS,
Superintendent.

JACKSON, MISS., August 26, 1882.

To the President of the Tenth Convention of American Instructors of the Deaf and Dumb, Jacksonville, Ill.,

MY DEAR SIR: I know not whom I am addressing but feel assured that the honor will fall upon a worthy head. I had hoped to be present at the "Tenth Convention," but while "the spirit is willing the flesh is weak."

The last legislature dealt us such a bountiful hand, thereby so extending our improvements, that I am not able to leave even for a day. I am happy to inform you that the good work is going bravely on in Mississippi and everything bids fair for our institution's continued prosperity. Its numbers are increasing every year, and little by little we are adding the necessities of a first class institution.

We are now erecting a brick building containing seven good school-rooms, and a chapel 48 x 61 feet, with ceiling 26 feet high, Gothic finish. We will organize an articulation class at the opening of school, and introduce printing, carpentering and shoemaking. The state has made provision for her colored deaf-mutes, by erecting comfortable buildings one and a half miles from this establishment, all under the same management.

This school will open October 1st, with from fifteen to twenty-five pupils.

We will have between eighty and one hundred white children next session.

I hope no other institution will be like ours: without a representative in the convention. Regretting my inability to attend, hoping all may have the pleasure of being with you and that your deliberations may prove a blessing to all concerned, I am very truly, etc..

J. R. DOBYNS,

Superintendent Mississippi Institution.

OHIO INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, COLUMBUS.

DR. GILLETT.

MY DEAR SIR: I regret that a pressure of official duty will deprive me of the pleasure of accepting your hospitality, and of the profit of attending the present convention of instructors of deaf-mutes. I must, therefore, content myself with the tender of my heartiest good wishes.

Thanking you for your courteous invitation, I remain fraternally yours,

CHAS. STRONG PERRY.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

New York, August 23, 1882.

PHILIP G. GILLETT, LL. D., Superintendent Illinois Institution for Deaf and Dumb, Jacksonville, Ill.,

MY DEAR SIR: Please present to the chairman my sincere regrets in not being able to attend the approaching convention, and oblige

Yours very truly,

WILLIAM PORTER, M. D.,

Superintendent.

CHATHAM, NEW BRUNSWICK, August 26, 1882.

To the President of the Convention,

DEAR SIR: Have the kindness to convey my sincere regret that I am unable to be present at the convention this year. I have been requested by parents of deaf-mute children residing in New Brunswick to establish a provincial institution. Fredericton, being the capital city, and easy of access to all parts of the province, has been selected as the place of location.

I am now on a tour through the province, holding public meetings in the principal centres of population for the purpose of obtaining information respecting the deaf and dumb, and to enlist the sympathy of the people in aid of the movement. The proposal has been received very favorably by all classes, and I have promises of substantial help from several members of the Government as soon as the school is in operation.

It would have afforded me much pleasure to be with you, but under the circumstances it is impossible. I wish the conference every success. I remain, Dear Sir,

Yours very faithfully,

ALBERT F. WOODBRIDGE.

Deaf and Dumb School, Fredericton.

OFFICE SUPERINTENDENT SCHOOLS.

JACKSONVILLE, ILL., August 29, 1882.

DR. P. G. GILLETT:

DEAR SIR: The first work I ever did in Jacksonville was hauling stone, with a pair of mules, for the foundation of one of the wings of the "Deaf and Dumb Institution," and, ever since, have had a warm spot in my heart and a hearty sympathy with the work there done.

As I read this morning, the deliberations of yesterday, I regret that I cannot be present during the convention. But accept my good wishes and hearty sympathy, and may God bless all who are engaged in the work.

Very hastily but respectfully,

HENRY HIGGINS,

County Sup't of Schools.

WEST BETHEL, MAINE, August 24, 1882.

DR. PHILIP G. GILLETT, *Superintendent Illinois Institution for Deaf and Dumb, Jacksonville, Ill.*

MY DEAR SIR: It is with very sincere regret that I am forced finally to yield to the counsel of my physician, and my own best judgment, and abandon the long anticipated pleasure of enjoying the hospitality of your institution during the present convention; and of meeting as host one whom I have long known professionally, and honored without a personal acquaintance.

My heart and sympathies are with the convention, and I await accounts of your deliberations and social gatherings with deep interest. I regret that it is not possible for some of my teachers to be present. It is, I can assure you, from no want of appreciation on our part of the pleasure and help which such an occasion is sure to furnish all who are so fortunate as to be with you.

Trusting that nothing will occur to interrupt or to mar your enjoyment, or that of your guests, in a full flow of wit, wisdom and mirth.

I am, most sincerely yours,

ELLEN L. BARTON,

Portland School for the Deaf.

STATE OF ILLINOIS, OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
SPRINGFIELD, August 21, 1882.

PHILIP G. GILLETT, LL. D., *Jacksonville.*

DEAR SIR: It would afford me much pleasure to be present in compliance with your invitation, at the Tenth Convention of American Instructors of the Deaf and Dumb, on the 26th inst., but it will not be practicable.

My sympathies are with you in your aims and work, and I hope you will have a pleasant, enthusiastic and profitable session.

It is a matter of pride for every citizen of Illinois that the state is doing so much for this class of persons, and that the provision for their instruction and welfare in after life is not excelled in this or other countries.

Very truly yours,

JAMES P. SLADE,

Superintendent of Public Instruction.

DR. GILLETT said he would take the opportunity to state that the premises of this institution were open to inspection at all times. Members could go anywhere and everywhere without any restriction whatever. They would almost always find some assistant present, who would be glad to make any explanation about the work.

There were two rooms adjoining the chapel on the north—two portions of the art department, one devoted entirely to light and shade and the other to color, that he would like to have members see. All the work in these rooms has been done by deaf-mutes. Mrs. Griffith, the principal, would be there and would take a great deal of pleasure in explaining the difficulties which she encounters, and her methods of succeeding. Dr. Gillett called attention to the fact that the Jacksonville *Journal* would publish an abstract of the proceedings, and that persons could obtain copies by calling upon Mr. Yates who was present.

MR. JOHN W. SWILER, chairman of the committee on enrollment, presented his report as follows:

The committee on credentials and enrollment respectfully report the following named persons as entitled to seats in this convention:

Alabama—W. Johnson.

American Asylum—Job Williams, M. A., principal; G. O. Fay.

Maryland, (colored)—J. S. Wells.

Michigan—Rev. Thomas MacIntire, Ph. D., superintendent; S. H. Howard. *Honorary Member*—Mrs. Thomas MacIntire.

Arkansas—H. C. Hammond, M. A., superintendent; F. F. Mosely, J. W. Haynes, Mrs. S. A. White. *Honorary Members*—Mrs. H. C. Hammond, R. H. Parham.

California—W. A. Caldwell.

Chicago Day School—P. A. Emery, M. A., principal; Mrs. C. A. Emery, Miss G. D. Emery, Miss M. A. Woodworth, D. W. George, J. E. Gallagher. *Honorary Members*—Mrs. J. E. Gallagher, Mrs. D. W. George.

Church Mission to Deaf-Mutes—Rev. T. Gallaudet, D. D., Rev. A. W. Mann, Rev. J. Turner.

Colorado—R. P. McGregor, B. A., superintendent.

Georgia—W. O. Connor, Principal; J. Fisher. *Honorary Members*—S. C. Trout, Mrs. J. Fisher.

Illinois—P. G. Gillett, LL. D., superintendent; H. W. Milligan, J. H. Woods, M. L. Brock, S. T. Walker, F. Read, L. Goodman, Miss A. Morse, Miss I. Palmer, Miss F. Wood, Miss L. Getty, Miss N. Hiatt, Miss N. Patten, Miss L. C. Sheridan, Miss R. Tomlin, Miss E. Westgate, Mrs. A. J. Griffith, Miss L. Eden, Miss L. Richards, Miss S. Wood, Miss N. Goode, Miss M. Martin, Miss M. Johnson, Miss F. Wait, Miss A. Gillett, Miss E. Wait, Miss J. Milligan. *Honorary Members*—Hon. Shelby M. Cullom, Governor of Illinois; Hon. Wm. M. Springer, M. C., Hon. F. H. Wines, Hon. I. L. Morrison, Dr. A. H. Kellogg, Mrs. P. G. Gillett, Miss M. Sawyer, Miss E. Berry, Miss C. Luttrell, Miss K. Getty, Mrs. C. Bull, Mrs. H. W. Milligan, Mrs. F. Read, Miss L. Sawyer, Miss M. A. Selby, Mrs. L. Hatch, Mrs. L. A. Frost, Mrs. H. G. Cole, A. Waddell, J. F. Keeney, F. Hine, E. C. Campbell, A. L. Hay, D. A. Swales, J. Braun, C. P. Gillett, S. R. Capps, Hon. W. P. Barr, Rev. J. D. Easter, D. D., Rector of Trinity Church; Rev. E. A. Tanner, D. D., President of Illinois College; Prof. R. C. Crampton, LL. D., of Illinois College; Prof. E. F. Bullard, Principal Female Academy; Prof. J. Loomis, Mrs. G. Loomis, Hon. Ensley Moore, Dr. H. A. Gilman, Prof. H. E. Storrs, Richard Yates, Mrs. H. G. Bishop, Prof. Palmer, Rev. E. L. Hurd, D. D., President of Blackburn University, Carlinville, Ill.

Indiana—Dr. W. Glenna, Superintendent; H. N. Burt, Miss A. Robertson, Miss E. Lowe, Miss S. J. Corwin, S. J. Vail.

Iowa—Rev. A. Rogers, superintendent; J. A. Kennedy, F. W. Booth, F. C. Halloway, Miss F. Clement, Miss H. E. White.

Honorary Members—Mr. E. Booth, Miss S. E. Wright.

Kansas—G. L. Wyckoff, superintendent; L. Roberts, R. T. Thompson, Mrs. R. T. Thompson, Miss E. Israel. *Honorary Members*—Mrs. S. B. Wyckoff, Mrs. L. Roberts.

Maryland—C. W. Ely, superintendent; J. S. Wells.

Minnesota—J. L. Noyes, superintendent; George Wing, Mrs. A. R. Hale, Miss F. Wood, Miss A. Wicktom, W. K. Barr. *Honorary Members*—Hon. R. A. Mott, Mrs. J. L. Noyes, Miss A. Noyes, Mrs. W. K. Barr.

Missouri—E. C. English, W. S. Marshall, Mrs. W. S. Marshall, J. N. Tate, B. T. Gilkey, Miss I. Wheeler, Miss E. Read.

Montana—Mrs. C. K. Cole.

National Deaf-Mute College, Washington, D. C.—E. M. Gallaudet, Ph. D., LL. D., president; Prof. E. A. Fay, Prof. J. C. Gordon, Prof. A. G. Draper, George T. Dougherty. *Honorary Member*—Mrs. A. G. Draper.

Nebraska—J. A. Gillespie, superintendent; J. A. McClure, Miss M. McCowen, Miss I. Farrant, Miss F. Henderson, Miss E. Johnson. *Honorary Members*—Mrs. J. A. Gillespie, E. P. Holmes, Mrs. E. P. Holmes.

New York—I. L. Peet, LL. D., principal; Rev. Thomas Gallaudet, D. D. *Honorary Member*—E. A. Hodgson, Editor Deaf-mute Journal.

New York (Central)—E. B. Nelson, superintendent. *Honorary Member*—Mrs. E. B. Nelson.

New York, (St. Joseph's)—Madame V. Boucher, president; Miss A. M. Larkin, Miss A. M. Cosgrove.

North Carolina—H. A. Gudger, superintendent; G. W. Haynes. *Honorary Member*—Mrs. H. A. Gudger.

Ohio—A. B. Greener, C. N. Haskins, Miss L. K. Thompson, Miss M. Bierce, R. H. Atwood. *Honorary Member*—Mrs. A. W. Mann.

Ontario—R. Mathison, superintendent.

Pennsylvania—H. S. Hitchcock, L. A. E. Crouter.

Pennsylvania Institute, Branch, (Oral)—Miss E. Garrett.

West Pennsylvania—J. C. Bates, Miss S. Cuddy.

South Carolina—D. S. Rogers.

St. Louis Day School—D. A. Simpson, principal; Miss S. L. Chapin. *Honorary Member*—Mrs. D. A. Simpson.

Texas—R. H. Kinney, principal; Miss A. Fuller.

Wisconsin—J. W. Swiler, M. A., superintendent; A. W. Cochrane, G. F. Schilling, Z. G. McCoy, Mrs. Z. G. McCoy, Miss E. Eddy, Miss M. Hunter, Miss N. Briggs, Miss M. E. Smith, H. Philips, Philip Engelhardt. *Honorary Members*—J. A. Taylor, Miss R. C. Ritcher.

On motion of Dr. GILLET, the report was accepted.

Dr. MACINTIRE, chairman of the committee on permanent organization, submitted the following report:

President—E. M. Gallaudet, LL. D., of Washington, D. C.

First Vice-President—I. L. Peet, LL. D., of New York.

Second Vice-President—J. L. Noyes, of Minnesota.

Third Vice-President—Job Williams, of Connecticut.

Fourth Vice-President—O. W. Conner, of Georgia.

Fifth Vice-President—H. A. Gudger, of North Carolina.

Secretaries—John H. Woods, of Illinois; E. P. Nelson, of New York; D. A. Simpson, of St. Louis.

On motion, the report was adopted.

President elect GALLAUDET, in taking the chair, said:

Ladies and Gentlemen: I may be pardoned, perhaps, in accepting the office to which I have been unexpectedly called, if I say that I hesitate not a little to accept so arduous and responsible a position. However, with the assurance of your kind support and of your forbearance with any shortcomings of which I may be guilty, I will accept the office and return my very sincere thanks for the honor conferred. I need not say that I deem it an honor and a privilege to preside over the proceedings of this convention.

I need not tell you, my friends, (for I may call you such) that my life has been devoted to that work in which the members of this convention are engaged. My heart has been in it from the days of my boyhood; and I expect to devote the years that may yet be mine, to the work of lifting the deaf higher and still higher in the scale of existence, that their social and intellectual position and their moral tone may be still farther advanced, and their appreciation of the truths of our glorious religion made clearer. In that work we stand side by side—men and women with a purpose.

I ask you as we begin our formal proceedings, is it not a thing for which to be thankful to God, that we can live with a purpose, which shall inspire our daily lives; something for which we may labor night and day, and while we do so, feel that we are not merely striving for daily bread, for the meat that perisheth; but that God is giving us a work to do, the results of which no man can measure, the results of which lead far out into the eternal ages, through which we believe we shall live? I deem it, my friends, an honor and a pleasure to preside over this convention, for another reason. I see not far from me a friend of my boyhood days, if I may so term them; for in those days, when we attended our first convention together, over in the mountains of Virginia, at Staunton, Dr. Gillett and I were boys together. [By Dr. Gillett: We are boys yet.] I feel it a pleasure to preside over a convention held in *this* Institution, which shall stand, while the works of man remain, as *his* glorious monument. It is a pleasure that touches my heart, as this convention opens its proceedings, that I see my old friend, or young friend as he will have it, in this grand institution working for

humanity and for God, and that after the swift fleeting quarter of a century that has passed since we were first together, we may stand side by side, as we always have done, with this common object of work—the lifting up of the deaf and dumb.

More serious thoughts, my friends, arise in my mind as I think of the objects of this convention. We all come here, I know, burdened with a sense of the responsibility that rests upon us. The gentleman who so happily preceded me in the office of temporary chairman, well remarked that the assembling of a convention like this, marks an era in the progress of the great cause.

No truer word can be spoken; but it rests with us to prove, by the measures we may adopt, by the inspirations which we may receive during our sessions, whether or not we rise to the height of the occasion of this era in the progress of the cause in which we labor. Grave questions may meet us, serious thoughts may agitate our minds; some doubts and fears for the future may overshadow us; much that is encouraging may be brought to our minds; but I will not take occasion at this time to consider these subjects at length. Possibly I may reserve an opportunity to speak and an occasion to give utterance to some thoughts now in my mind as to the needs of the cause for the advancement of which we are here met together.

In taking now the position to which you have called me, let me wish for you and the cause, God's best blessing.

THE PRESIDENT—The convention is now regularly open for business.

DR. FAY, of Hartford, moved that a committee of five be appointed by the chair to take charge of the business of the convention.

THE PRESIDENT—The appointment of a business committee is always the first formal act of the convention. That is necessary to our organization—an arrangement of business that will occupy our attention.

The motion was adopted.

DR. GILLET—The convention is now organized, I believe, for business. I was much impressed with the spirit of the remarks made by Dr. Peet, especially with those which alluded to the importance and responsibility of the work that lies before this convention. I think it is proper that all our enterprises should be commenced by invoking the divine blessing. I would request, before we proceed any further, that the Rev. Dr. Gallaudet lead the convention in prayer.

DR. GALLAUDET offered the following prayer, Dr. Peet interpreting;

Almighty and most merciful Father, the Author of all good things, from whom cometh every perfect gift, we pray Thee to let thy blessing rest upon us, as we have come together in the business of this convention. We ask Thee to look down upon us in love and kindness, and to direct all our proceedings that they may be for thine honor and glory, and for the benefit of those for whom we labor, and for ourselves. We pray Thee that they may, in some humble way advance the Kingdom of thy dear Son, here upon

earth. We pray Thee that we may draw closer and closer together in the bonds of christian love. We pray Thee that whatever may have been the imperfections of our lives—our faults or sins may be pardoned for the sake of thy dear Son. Render us, we pray Thee, truly grateful for all thy blessings, and may we show forth this gratitude not only in words but in deeds, by giving up ourselves to thy service and by striving to walk before thee in holiness and righteousness all the days of our lives. We pray for thy blessing to rest on this institution and all connected with it, the founders of the institutions of our country and the surrounding countries and nations. We pray Thee that those whom Thou hast seen fit to deprive of hearing and of speech may have their minds opened by the labors of those who have devoted themselves to their work, thus helping them to know more and more of the truth which Thou hast made known to us through thy dear Son.

Again we commit ourselves to thy kindness and care. Watch over all who are dear to us, whether near or far away; and may thy guiding hand be with us through all the changing scenes of this our earthly pilgrimage; and at last, when our work is done, receive us, we pray Thee, to the rest which thou hast prepared for the people of God; and may we, at the last great day, be prepared to render up our account with joy, and not with grief, to the Judge of quick and dead, who is our Saviour and Friend: Through Him, and through Him alone, we offer up all our prayers, our praises, and in his words would close these our humble petitions.

The whole audience then repeated the Lord's Prayer, which was followed by the Apostolic Benediction.

THE PRESIDENT—The motion offered a few moments since by Dr. Fay of Hartford provided for the appointment of a business committee. The chair will name as members of the committee G. O. Fay, H. C. Hammond, J. A. Gillespie of Nebraska, S. J. Vail and Miss Thompson. This committee will fix the time for reading of papers that are prepared to be presented to the convention, and the papers should be submitted to the committee at as early a moment as possible, that it may be fully informed of the amount of business to be brought before the convention. I will remind members of the convention of the rule that papers should be accompanied by abstracts, that the convention may understand, without being compelled to read the whole papers, the nature of the contents of the papers. Members will remember that the rule limits the reading of papers to twenty-five minutes, and in no case should they exceed thirty minutes. The convention is open for other business. I think Dr. Noyes, of Minnesota, made a motion, which was temporarily withdrawn. His motion will now be in order.

DR. NOYES—I would renew the motion that a committee of three be appointed, by the chair, on necrology.

The motion prevailed, and the chair appointed Dr. Noyes, Dr. Milligan, and Prof. J. C. Gordon.

THE PRESIDENT requested the members of the convention who may be able to furnish notes of deceased members of the convention, to furnish them and whatever data they can obtain, so that the labors of the committee, (necessarily heavy) may be made as light as possible.

DR. PEET—It has been usual heretofore during the session of the convention to invite those who may be in town and take an interest in the subject of deaf-mute instruction, to meet with the convention, and to have a committee appointed for that purpose. I would offer as a resolution that Dr. Gillett, the local committee of the convention, be authorized to invite persons not now present to attend the meetings of this convention and to sit as honorary members. Carried.

DR. THOMAS GALLAUDET announced that at half past seven in the evening to-morrow he would preach in Trinity Church in Jacksonville, and that the services would be interpreted to deaf-mutes.

The permanent secretaries took their places and assumed the functions of their office.

DR. GILLETT named several persons present, who were enrolled as members of the convention.

On motion of Mr. GORDON, Rev. Dr. Gallaudet was appointed official interpreter of the convention, with power to appoint assistants.

A short recess was had for a few minutes to allow the business committee to prepare its report.

REV. DR. THOMAS GALLAUDET said that in conversation with deaf-mutes he had learned that it would interest them if he should give an account of his trip to Europe two years ago. Dr. Gillett had provided the chapel, and he would deliver the address in the evening, and promise not to weary anybody who might come. The lecture would be in the sign language. Any one wishing to watch the signs was welcome to do so.

DR. GILLETT—Persons not deaf-mutes may come in if they will behave themselves!

DR. FAY, chairman of the business committee, reported as follows: Your business committee recommend as follows:

That the daily sessions open at 9:30, A. M., and 3, P. M.

That on Sunday one session be had at 3, P. M.

That the order of business be

1. Prayer.
2. Reading of the minutes.
3. Reports of committees.
4. Reading of communications.
5. Reading of papers.
6. Discussion.
7. Miscellaneous business.

That speeches be but ten minutes or less. That the reader of the paper be allowed to close the discussion.

The paper entitled The Religious Education of Deaf-Mutes, by Miss Laura Sheridan, of the Illinois Institution, is recommended for Sabbath afternoon.

The paper entitled The value of Experience in our School Work, by Prof. M. L. Brock, of the Illinois Institution, and the paper, What Deaf-Mute Instruction in the United States owes to the American Asylum and its early Instructors, by Job Williams, principal of the American Asylum, Hartford, Connecticut, are recommended for Monday morning; and for Monday afternoon the papers, Physical Training of Deaf-Mutes, by J. W. Swiler, superintendent of the

Wisconsin Institution, and Physical Aids in Teaching Deaf-Mutes, by H. W. Milligan, of the Illinois Institution.

DR. GILLETT said he had taken the liberty to invite Governor Cullom and Hon. W. M. Springer to be present on Monday morning and address the convention. He would be glad if the convention would bear that in mind.

THE PRESIDENT—That would not interfere with the business on Monday.

The report was adopted, and on motion of DR. GILLETT the convention adjourned.

SECOND DAY—SUNDAY.

The convention met at 3, p. m., Dr. E. M., the President, in the chair.

Prayer was offered by Rev. JOB TURNER, in the sign language.

On motion of DR. GILLETT, the reading of the minutes was dispensed with until Monday morning.

MISS LAURA C. SHERIDAN, of the Illinois Institution, then read the following paper on the

RELIGIOUS INSTRUCTION OF DEAF-MUTES.

Are we, as teachers of deaf-mutes, under obligations to instruct them religiously? Surely none who believes in God, immortality, the judgment, can deny that this is a tremendously serious question. It has often seemed to us that the helpless condition of our pupils when they first come to our institutions is pitiful, and should cause us to stand before God with uncovered faces and awed silence, to supplicate a revelation of his will as to our duty. Here they are—simple, unmixed human nature, untaught and untrained; some of them just as bad as natural depravity could make them when crystallized by wicked tempers into ugly habits, and, sitting side by side with them, sweet, lovable little creatures, just as good as natural amiability could make them. How are the bad ones to be made good, and how are the sweet little tender ones to be kept from hardening by contact with them, besides having the weak side of their own nature strengthened? What impressions shall we write upon these receptive, credulous souls, who have known no teacher before us, and who can know none after us with an iota of our own power? The solemnity of this question cannot be overestimated, nor its responsibility evaded, for its answer must be reverberated through the eternity of those whom we are commissioned to instruct; it ought to pale our cheeks and drive us to our knees.

Rev. Joseph Cook has demonstrated as self-evident truth, by his scientific method of reasoning, that the word *ought* weighs more than the universe, and we find in this subject before us the word *ought* troubling the rest of the inner temples of conscience. The fact is, that as instructors of deaf-mutes—that is, of a class who must look to us for every thing that they learn and have faith in during the most impressible years of life—we are brought face to face with the question that has puzzled philosophers, and agitated hearts, and stamped itself on literature throughout all the ages—

what manner of being are we, where are we going, and what kind of preparation do we need if we would arrive there in peace? Here, on this Sunday afternoon, August 27, 1882, we, instructors of deaf-mutes, gathered from every state in the Union, are brought into the presence of the problem that tired the gigantic brains of the old Greeks on the Acropolis until they laid it down in despair, and confessed their defeat by erecting an altar to "The Unknown God," and to their own sad, sad query, what manner of being are we, where are we going, and what kind of preparation do we need if we would arrive there in peace? To settle this question for ourselves, is to settle it for our pupils, for they can never know anything of value about it except what we teach them. To some that assertion may seem too strong, but will not candid reflection upon the facts in the case support it? After they leave us, are the Sunday-school and pulpit open to them for instruction? can religious books and newspapers be understood by the majority with that ease necessary to make it probable that they will be read? in this busy age, when the world is in a hurry—very much of a hurry—will parents, except in very isolated cases, make the attempt to instruct by the slow, tedious and discouraging method of writing, when for their hearing children even, they expect the Sunday-school and pulpit to do most of this work? It seems so evident that none of these means of religious instruction could be of benefit to the average deaf-mute graduate, *where there had not been previous instruction as to the way of salvation*, that we drop this point at once, feeling sure that only secret hostility to religious instruction in itself, could induce an experienced teacher of deaf-mutes to attack the position taken.

But it may be objected that we have no right to teach religion in an institution supported by the state, since America has declared a divorce between church and state, and since, a few years ago, popular agitation of the subject virtually stopped the reading of the Bible in the public schools, on the ground that some who helped support these schools objected to its teachings, and, in American economy, separate funds and separate schools could not be provided for them. We remember when this subject was before the public, of having a great deal of sympathy with the side of the question which argued that if we would keep freedom of conscience possible to all, and avoid the rock of religious intolerance upon which the early colonists almost wrecked the ship of state, we must keep the religious and state affairs entirely separate. So we still believe.

But drive any question to the extreme verge, and there is much danger of toppling over into as great or even greater error than the one we seek to escape. America is on such a verge to-day. In the face of being called a bigot, and narrow and illiberal in thought, we confess to a growing conviction that we have conceded more on this Bible question than opposing elements had a right to ask.

We say "this Bible question," for after all, the end of the argument, the ultimate view of the subject must depend upon the answer to the questions—Is the American idea a christian one? Has the christian religion been the back-bone that has carried our Republic upright so long through the perils that threw into early ruin experimental republics of Pagan and Roman Catholic countries?

Who can give any other answer to these questions but a most emphatic "yes"? Who can doubt, that however complex may be our nationality, and however great the errors that have cropped out here and there, and made for us grievous burdens, the great under-current of our national life has been a religious one, which has kept steadfast the ship of state, the ship of self-government? When that band of heroic men and women landed on the snow-bound coast of New England nearly three centuries ago, for what purpose did they come; for what purpose did they brave howling wilderness and savage foe, sickness, snow and death? Was it not that they might read their Bible in peace, untrammelled by any man-made laws of interpretation? When they opened this book and read that God has created all men equal, that He, for whose revelation only the Bible was written, had come to set the oppressed free, what did they do? Why, they opened the arms of their new home to the oppressed of all nations and said "come." If this is not the American idea, what is? And if this is not a Bible idea, where did it come from? No one will have the hardihood to say that it came from the groaning and reeking battle-fields of the old world, where from the beginning, there had been strife and nothing but strife, not for the liberties of men, but for a monopoly in their oppression. If it be bigotry to say that all that is grand and glorious and progressive in our national life is the result of the hold that the Bible has had upon us, then we glory in bigotry.

Our free schools! How much has been said of their glory and their power by many who have not stopped to consider that they too are a Bible idea, the natural outgrowth of that christian sentiment that if you would make a nation, as well as a man, self-governing, you must put into operation those influences that shall bring the intellectual and spiritual side to the top and keep under that which is base and selfish. That education follows in the wake of the Bible is a fact corroborated by all history, as well as the counter fact that universal education was never thought of by a nation not at least partly christian. But to-day we see all nations coveting the material prosperity bestowed by the presence of the Bible, and that dear book touching with material blessing homes and governments that reject it. Owing so much to the Bible, should it then not have the highest place of honor in our schools which, when they have done their best, have not educated the most important part of the man. Mark, we do not say sectarianism or denominationalism, but the Bible. We believe that this question is yet to make a breeze that will blow a different way from the one that blew a few years ago, and that when American citizens would turn away the Chinese from our doors because of the trouble it would cause to educate and christianize them, they are far more false to the American idea than they would have been had they insisted that the Bible, that pillar of our liberty, should retain its place of honor in our public schools. It is selfishness, an unwillingness to assume the burden of educating and evangelizing the ignorant and un-Americanized elements in our population, that is our greatest peril. We cannot exclude them, or we strike a great blow at liberty itself; we cannot allow them to transplant their laws here, or our own must die. It behooves us then to examine

well the question, In what is our liberty rooted? Dr. Lyman Abbott, the other day, on the Chautauqua platform, delivered a lecture on The Question of the Day. Among the many thrilling things he said, was the following: "Palestine has given the world religion; Greece has given it art and literature; Rome has given it law; England has given it commerce and manufactures; and America shall give it liberty. Liberty rooted in religion; liberty guarded and defended by law and in turn redeeming law from despotism." Contrast this statement with that of a public school teacher in a western city, who lately said to the writer, "They will hardly allow us to teach even morals any more." Contrast it with that of a minister filling one of the first pulpits in the country, who said to us, "It seems that the Roman Catholics were right in their assertion that to exclude religion from our schools would be to make their graduates godless; some young men and women leave even the halls of our high schools with no more idea of religion, or the principles that make up high moral character, than if there were no such thing." Let us feel carefully the pulse of the wisest and most far-seeing christian editors and educators, and will we not find their sentiment growing stronger every day? It is not the free schools, but the denominational schools that are the hope of the country; not because religious teaching is not possible except in denominational schools, but because the Bible, its source, has no place in other schools. Mr. Abbott said, further, that this land is not our land, and intimated that the judgment of God will fall upon us unless we hasten the day when the church and the school house shall stand side by side in every village. In our deaf and dumb institutions we are compelled to put our church and school house under the same roof. But says one, what about the child of the Roman Catholic and the Jew? Would you compel them to pay taxes in the support of a school that will teach their children to hold a faith that they themselves do not hold? This is a hard question, and the first impulse is to give the indignant response, "Why no, of course not." But what about the very large majority of Protestant parents who are exceedingly anxious to have their children instructed in this very faith, knowing well that they cannot give them this instruction themselves—must the will of the numerous Protestant parents go down before the will of the few Jewish or Catholic parents? To say yes would be to make our position untenable in the light of this clause in the American Constitution, "The will of the majority shall rule." It is true that some interests in our country to-day refuse to recognize this clause; that certain foreign elements wish not only to come to America, but to transfer their own national life to our soil; that many do not recognize the difference between liberty and license; do not know that our liberty is a liberty under law, and such law as never would have been known here or in any other country without an open Bible. But such defects as these, America has her heart set to correct; for if ever the majority ceases to rule, our Republic ceases to be. And if other as well as deaf-mute schools were obliged to be home-teacher, Sunday-school teacher and preacher, as well as secular teacher, to their pupils through all the formative and impressive years of their life, we imagine that this question would

take on quite a different complexion, and that American parents would never consent to see the foundation-stone of their liberty and happiness pitched into the outer darkness.

Granted that we may have an open Bible in our institutions, what shall we teach from it? Certainly not sectarianism; most assuredly *more* than morality, more than honesty, temperance, virtue, kingship over ourselves. If this is all that we may teach from the Bible, the writings of the heathen philosophers may take its place at any time. By an open Bible we mean the right to teach that which is the essence of the Bible; that which makes it different from the writings of Plato, for whose ideal thought even some Christians have claimed divine inspiration; that which comes down from above, through the clear-cut path of revelation, and whispers glad tidings in the ears of the despairing seekers on the Acropolis; that which stretches out an atoning Saviour on a cross, and, touching the heart of humanity with an electric shock of redeeming love, stills the wail of the ages, whose plaintive cry has been, "Tell me how I may become acquainted with God." By an open Bible we mean the right to teach that which has the power to come into you and me and make our hearts over after God's own pattern. The human reason could discover the truth of the immortality of the soul, and, in the brain of the world's greatest philosopher, this reason could walk up to the very verge of revelation and declare that man could be saved from the evils within himself only by the incoming of a power greater than himself; yet beyond, the philosopher could not go, could not see. He could talk calmly of the truth up to the moment when his lips touched the cup of fatal hemlock, but God he could not find, could not touch, could not know. Here was the courage of a great heart, but no solar light in the face. What about the transfigured countenance of others who have been martyred for the truth, yet who have looked up to Heaven, out of the cruel tortures of flame, with the expression Dante ascribes to Beatrice,

"She smiled so joyously,

That God seemed in her countenance to rejoice."

Yea, how often in such scenes has the smile broken out into pæans of victory, vibrating with rapture, because of the eternal weight of glory already revealed to the soul. Ah! the possibilities of this open Bible. Plato could evolve our idea of God as regards his unity, power and goodness; but where in all the brilliant constellation of truth found in his philosophy, before whose magnificence scholars and poets have bowed in reverential admiration through all succeeding ages, can we find one single satisfactory, experimentally-tested direction as to how we may become acquainted with God? Standing to-day as we do in that light which for more than eighteen centuries has streamed from Mount Calvary, we know that God allowed the human intellect to do its best in fruitless efforts to find him, and a remedy for man's woes, that it might be prepared for obedience to a revelation that it could not understand. Let us go back 700 years before Calvary and hear what prophecy says of one of these rays of light streaming from that source of all blessings—"And in that day shall the deaf hear the words of the

book"—what book? THE BOOK. My friends this is a grand situation for us to-day; this chapel, this gathering, this earnest thought upon this all-important subject—it means that the deaf are hearing the words of the Book.

The other day, Bishop Warren, of the M. E. Church, said in a lecture, "It is blasphemy against common sense to say that a higher force can be evolved from a lower." Let us all for one moment reflect upon what it means that we are here to-day, upon the significant origin of our work in history, and we cannot escape the confession that it is blasphemy against reason to say that the Bible shall not have a place in our institutions, when, if it were not for the Bible, not a single deaf and dumb institution would exist upon the earth to-day. We wish we could make that a thousand times more emphatic. When a teacher of deaf-mutes would debar his pupils from the central truth of the Bible, he proves traitor to the whole work; although he may not think of it, he says by that act that he wishes there had never been any such work. What was it that more than half a century ago stirred the heart of a grand good man in a certain New England town to deep philanthropic interest in the little deaf-mute girl of his friend? what was it that worked upon his sympathies, until conviction became resolute action; until he had crossed the sea, forced his way through immense difficulties, and brought back to America as his reward a system of instruction for deaf-mutes? It was the stirring in his soul of that which was DIVINE in its origin; one single vibrating string of that harp of a thousand strings in the soul of a man, every one of which must remain silent unless touched by God himself. There comes to mind now the words of the son of this man of honored memory—by whose presence we are so highly honored to-day—who once said, when pleading for the higher education of deaf-mutes, "Even though we do for them all we can, they still must lead shadowed lives." It is true; it is sadly, sadly true. It is our mournful conviction that more heart-aches; more silent suffering; more fierce, wrathful, dumb indignation against God and fate has been felt, down in the inmost recesses of being, by deaf-mutes, than by any other class on whom God's hand has lain heavily—so easy for pain to come to them in some manner through their affliction, and so very hard to give an expression to that pain which will be perfectly understood by others. Even those who understand somewhat cannot lift all the burdens, and still loneliness and isolation must enter largely into their lives. In the face of all this, what is the call of duty, of mercy, of love, to us as their teachers? Is it not that their religious instruction should be first in our affections, first in our effort, first in our duty toward them and God? Is it not of far more importance that they leave us with a knowledge of how to take their heart-aches to him of whom it is said, "Cast all your care upon him, for he careth for you," than that they should have the most finished education in other directions? Let us weigh all that society and art and schools and books can give us, with the cups of anguish wrung from the human heart by need-less suffering, and what does it all amount to? We all know that the scale dips with a plunge on the side that holds the cups of human anguish, never to rise until we put into the other side a

personal knowledge of an indwelling Saviour, who can save from all needless pain, and give a strange, surprising strength and joy in needed pain.

This paper is already too long, but we beg one more word of the patience of our audience. We have not been talking idly, but out of the heart-case of experience. The time was, when even partial deafness, although it be not near so sad and isolating as that which is total, set one heart in angry rebellious criticism against God. But infinite love followed a wayward child until she submitted to the incoming of the One who is able to subdue all things unto himself, and to be a recompense a thousand-fold sweeter than all that is denied. If it were not for this double phase of personal experience, and the life-purpose growing out of it, this paper would never have been written.

THE PRESIDENT—I was requested by Dr. Gillett to state to the audience, before Miss Sheridan read her paper, that she labored under the difficulty of being almost entirely deaf, and to beg the indulgence of the audience for her imperfect reading, but I feel that there is no necessity for making such an explanation.

The paper was perfectly understood by the audience, and warmly applauded at the close of its reading.

DR. GILLETT called attention to the fact that Dr. Easter, pastor of Trinity Church, Jacksonville, and President Tanner, of Illinois College, were present and he invited them to participate in the discussion.

The PRESIDENT trusted the invitation would be responded to.

DR. NOYES, of Minnesota—I simply arise, before the discussion of the paper, to say that for myself I am very glad that Dr. Gillett failed in one thing that he had in view on this occasion. In an interview I had with him, he inquired if I could recommend some doctor of divinity to set before us something we ought to know and to enlist our sympathies. I am emphatically glad he did not get such a speaker. We have heard an essay on just such questions as we need to think about, and there is no better occasion than this afternoon to discuss them. I hope those gentlemen accustomed to deal with the question will favor us with their views.

DR. PEET—I heartily second the suggestion made by our friend, Dr. Noyes, that on a question like this, so important to our work, we should hear a few words from men who have devoted their lives to the development of the evidences of the christian religion and of christian truth, and their effect upon the human heart and soul; and I have risen simply to emphasize that suggestion, hoping that after those who are familiar with the work in its special reference to the deaf, have said something, the others will give us some words of cheer, encouragement and instruction.

There are several phases of this question, which are met by different institutions and different teachers in different ways. I can imagine a community so generally Protestant that the feelings of the Catholic portion would hardly be thought of. I can conceive of a community where there are no Jews, and where the Jewish phase of religious belief would not be thought of; and I can also conceive of a community where the intercourse between those who believe in God, the Creator, the preserver and bountiful Benefactor of mankind is not affe-

differences in creeds or church names, but where every man can be so thoroughly and fully in harmony with his neighbors on questions of duty towards God and man, that there shall be no heart burnings, no difficulties, but absolute confidence and affection.

Now, in regard to the question of the Bible in the schools, I do not see how any liberal-minded persons can object to the reading of that book *per se*, except that they fear there shall be a wrong interpretation put upon it by the simple minds of childhood. I think that is the Roman Catholic idea. It is not an idea of hostility, but of fear in regard to interpretation, which they consider might and ought to be left to their own pastors and Sunday-schools. There is no very great difficulty, unless our Christian ministers and Sunday-school teachers will not do their duty. I can conceive of my children going to the public schools without ever a prayer being made or a word of Scripture read, and then going to the Sunday-school on the next Sabbath to get thorough instruction in the texts of the religion which I wish them to hold, and listening in church to discourses from sympathizing pastors, if they are hearing children. I can conceive, also, the same fact with regard to the children of those holding exactly opposite religious belief. Our hearing children stand on the same footing, so far as secular education is concerned; but when we come to religion, it is the churches to which we respectively belong, and not the State, upon which we rely. Family influence also comes in, and parental instruction and example do what can never be expected of the school. The question, however, takes an entirely different phase when it is applied to the education of the deaf. I must say that the remarks made in the paper declaring the Bible to be the sheet-anchor of American liberty, and the foundation of universal education, were eloquent and just; but in the interpretation of this Bible, we are to consider in what way it is possible to meet the views and wishes of parents of differing religious creeds, and, at the same time, do our whole duty to those dependent upon us. In New York, those who have special religious views have carried their point with comparative success. The Roman Catholics have two institutions in the state—one of them having over 300 pupils. They are taught the Roman Catholic religion very sedulously.

There is another institution, the founders of which are of the Hebrew faith, and we can readily understand that they have an institution where the deaf children of Hebrew parents will be likely to be instructed according to the tenets of their religion.

Now, there is a clause in the constitution of the state of New York which forbids uniform sectarian instruction in any school which is supported in full or in part by the public funds. In my own relations to this work, I have felt that I was obliged to obey God, and at the same time to obey the constitution of the state, and so I have endeavored so to mould the religious instruction in our institution, that no person should say that we were not absolutely and thoroughly unsectarian, in the sense of propagandism or inducing the children of parents of one religion to leave that religion and go into some other. We have endeavored to instruct our pupils in the grand principles of religion—belief in God, and obedience to the Ten Commandments. The Ten Commandments

we read every Sunday morning in the chapel, and we oblige the pupils to recite them every week, and we tell them that they are the foundation of all true morality. Then we teach those things in which we think that all denominations agree; and that being done, we stop, so far as indiscriminate instruction goes. Then, we strive to educate the children of Roman Catholic, Methodist, Baptist, Presbyterian and Episcopalian parents in the tenets of their fathers. I have been to the Roman Catholic church, with a delegation of pupils, translated the sermon, and translated all the services, and I have been to the Episcopal church and translated the services there. I have been to a great variety of churches, where the children were, by the consent and desire of their parents, confirmed and received into the church. And what is the result? It makes no difference what denomination of christians it is. In every one of them the members are governed by the grand principles of love to God, obedience to him, and faith in Christ. They are governed by principle; they pray; they devote themselves to the service of God, and look forward to pleasing him in this world, and to being with him in the world to come; and therefore it does not make any difference to what church they belong; and the pupils themselves, coming together as christians of different names, seem to have no prejudices one against another. Striving after this idea, I am able to please the parents, and get their confidence, and at the same time, I believe, please God. This is my idea of teaching the christian religion in an unsectarian manner.

Mr. Woods—In regard to the essay read, I must say I have never heard from platform or pulpit a more complete or admirable presentation of the relations of religion to education. Yet it seems to me that the discussion has taken too wide a range. I should much rather hear from teachers in regard to methods employed by them in their schools; that is what we wish to know. In regard to the course pursued in our own institution, it may be interesting to state what it is. We are not troubled with anything of the sort Dr. Peet mentions. I am sure that in our school-rooms we never think whether parents are Roman Catholics, Presbyterians or Methodists. The question of sectarianism never comes into our thoughts at all. But we are anxious to teach the children religion, and the religion of the Bible, and I think in no institution is the religious element more strong than in our own. On the Sabbath we have a lecture in the chapel before all the pupils, delivered by the principal, or in his absence, by one of the teachers. On Sabbath afternoon we formerly had a lecture of some sort, but some years ago we adopted the plan of having each class meet its teacher in the school-room, and have their religious exercises. In addition to that there is the usual morning exercise in the chapel, where the whole school is gathered together. For the last few years, we have followed on Sunday the International system of Sabbath-school lessons and found it good.

But it seems to me there is a lack in the minds of the deaf and dumb of the power to retain religious truth—a great lack of familiarity with the Bible. The pupils seem to understand a great many religious truths; but of the Bible, of its truths, of its authorship, and of the various relations that the parts bear to one another, they

have little idea, and when given to them they retain it but for a short time. It is a puzzle to know how to give them a thorough knowledge of the Bible so that they will retain it from year to year, so that we can converse with them and question them in regard to the Bible and its various books, and the persons therein mentioned, as well as the truths and doctrines therein inculcated, and find that they remember them. But I am at a loss every Sabbath to know what is the best method. It seems to me there is something lacking to interest the deaf and dumb in the Bible.

Of course there is something far better than precept merely given on Sunday afternoon, and that is the lives of the teachers. I think we as teachers should bring this element into our school-rooms. On every day of the week our pupils should see that we are governed and directed by the religion of Christ; that religion is not a merely formal matter, but something that belongs to the inner life of every one. If a teacher comes day after day and Sabbath after Sabbath with such a spirit we shall accomplish more than by any other system.

MR. SCHILLING—This discussion having been opened by a lady, and so many ladies being present as members of the convention, it seems to me desirable that they should take part in this discussion. I do not believe there is any one in this house that has the best method of imparting religious or any other instruction. All that we can do is to compare notes. I have never found any rational parents who seek the welfare of their children who object to religious instruction. If you call strict sectarianism religion there may be objection. The greater part of the science of religion is uniform; and I would rather have my child learn complete trust in God in affliction, to fear God in prosperity, and have faith in him at all times, than to learn some particular tenet; and no parents, I think, will object to having such ideas imparted. The most difficult period is that of early childhood. When the child is first learning to read we must fall back upon pictures representing the scenes of the Bible. A large part of the Bible consists of pictures in words. With deaf-mutes we must resort to pictures representing Bible scenes. Perhaps the child has ideas at a funeral, thoughts which to him are a part of his religion. Ask him where he thinks his brother or his sister went, when covered up in the ground, or where he thinks his father is now, or what has become of his mother. Such questions as these the child has an interest in. The little one will thus form an idea of heaven, of immortality and of the soul; and you can convey those ideas to him in his first years. When the child is older, if you will thoughtfully teach the idea of a Sabbath, of God, of religious service, the purpose of people going to church, he will show an interest in these matters. I have found the religious papers very good, and the system of questions in the International lesson-leaves very good. Of course we cannot follow any one method. Who can? Who can get up and say, you must do just so and bring about just such results? I find that in almost every teacher's experience there are hints which may profitably be employed. But, as has been said, the religious life of a teacher, manifested daily, is more powerful than all instruction.

THE PRESIDENT—Information by any members of the convention who have suggestions to make with regard to principles and plans for securing the great end of religious instruction of the deaf and dumb in our institutions, is desirable.

PROF. NOYES—I heartily sympathize with those who have spoken on this subject this afternoon. I will not presume that I can throw any light further than to give the results of observation and experience. A few members are aware that new enterprises in a young state receive a good deal of careful scrutiny; and as they open great vortexes for the reception of state funds, they are regarded with peculiar interest and watched with great vigilance. In Minnesota, a few years ago, an act was introduced into the legislature with especial reference to our state institutions. This act was known as the Liberty of Conscience Act. Some thought it was brought up to rule the Bible out of the state institutions. I presume the friends of the Catholic religion had some reason for feeling that they had not been fairly dealt with in the institutions of the state. When I was a college boy, I felt that the world was going wrong, and that the Catholics were bound to turn everything upside down; but the more I observed, the more kindly I have felt toward the Catholic religion, and the rights of Catholics, for they have rights. When the matter came before us I felt somewhat anxious in regard to it. As superintendent of an institution and director of the course of instruction in it, what should I do, if the best text-book of morals was prohibited by law to be used in the school? I felt bound to do the best I could, and abide by the consequence.

I have tried to deal honestly with all denominations, and have given them privileges which they have appreciated. I do not think any evil, but good rather, has followed. Questions arise between teacher and pupil, and we should met them honestly. Pupils ask: How is this? one talks about praying to the Virgin Mary and another about purgatory; please explain? I have had pupils come to me with such questions. I tell them honestly: "I think differently from you, or from what your father and mother do. I respect your opinion and that of your parents; if you want to have that explained, you had better go to the priest. If you want my opinion, I can give it to you." So I would have the officers of the institution deal honestly and faithfully, just as I would have my own child taught. Be honest and true to these trusts, and let our Catholic friends understand that you mean to be honest. It is not religion that they fear, but rather the absence of religion. They have some reason for saying that our schools are becoming godless.

There is another point. The teachers of the institution for the deaf and dumb should be emphatically men and women of faith. They should be men and women having faith in God, in humanity in themselves and in the future. I am glad that two speakers have emphasized the matter of right living before the children. When I took a little class in Philadelphia in 1852, I had just come from college, and I noticed that when I came into the room the children telegraphed in signs what kind of dickey, pants and coat had on. They went through me in this way as quick as lightning, almost. My first impression of them was: "These children

have eyes," children will read men and women right through. They cannot tell their ideas in language perhaps; they cannot put them into sentences; but they know you like a book. So, now, if you want to make an impression on these children, show that you are men and women of faith, not simply in the school room, but every day, upon the play-ground or wherever you meet them. One of the most happy illustrations of this that I ever knew in thirty years of labor, was the influence of that good man, David H. Carroll, who passed away last May, in our institution. His name is a fragrance on the lips and fingers of every one who knew him. His heart was fruitful of kindness and love, just such as the Master wants in these institutions and in these teachers. If you see a little boy in trouble, lift him up. Love cannot be enforced by any sign language, or written or picture language, that will make such impression as little acts of kindness. That is the way the Master did, and that is the way we must do.

REV. DR. THOMAS GALLAUDET—The speakers who have alluded to the living character of the teachers, have touched the right chord. We may not agree in the details of method. I suppose every teacher has to work out the problem in his own school life in a great measure. Of course he is thankful to get the experience of others; but the earnest, faithful, prayerful teacher, wherever he is, whether restricted in any way from using the volume of God's Holy Word or not, will impress upon his pupils a certain amount of religious faith and instruction.

A single thought occurs to me of another kind: It is a great comfort to know, in all the work which we undertake, in this life of faith, in this attempt at spiritual culture, that although it is a great mystery what effect the prayers of christian people have upon the great Father above, still it is a great comfort for us to know that in some way we are benefited and helped by the sympathy and prayers of those who believe in the Saviour, although they may not be laboring in our particular department. And I can not forbear mentioning in this respect that on this day, in the body of christians in which my lot is cast, according to the system which we pursue from year to year, this is what we call the twelfth Sunday after Trinity; and the gospel for this day's service sets out the miracle of our blessed Lord's healing the deaf and dumb man, at the time when he spoke the word, *Ephphatha*. It will certainly interest you to know that probably millions of christians throughout the world, for the great English nation, in Great Britain and Ireland and its colonies, uses the book of prayer substantially the same as we do in this country; so that the Book of Common Prayer to-day, in its service, probably helps millions of christian people to think of the deaf and dumb. Now we are trying, so far as our labors are concerned, to interest our people and to have them on this day support the work we are trying to do in the way of supplementing the religious instruction begun in the institution; for we know that without this beginning in the institutions we could not do our work. The teachers here lay the foundations, and we go on and try to lead the deaf-mutes, as they come out of school, to put their faith in the Saviour. I am sure it will interest christians to know this simple fact that we are interesting all our peo-

ple in the matter of benefiting our deaf-mute brethren. As the years roll on, our people will know more and more about this work; for whenever we have an opportunity of speaking of church work we also refer to the work of these institutions, explaining the sign language, and thus attempt to impart religious instruction to those whom our Heavenly Father has deprived of hearing. Let us feel that we have the sympathy and love of christian people, as we undertake this peculiarly difficult work.

Deaf-mutes were left for centuries in ignorance and darkness. They, as a class, were last to be brought into the full knowledge of the gospel. I am sure if we all try to ask God to help us, he will impart knowledge, and we shall find kind christians ready to aid us. We should do all we can to make the religion of the Lord Jesus Christ a reality in the sight of these children that God has given us to instruct, and we must leave the results with God; and we know the Spirit of God will act and work with us. Let us try to lead our deaf-mutes to feel that they will not do their duty until they become connected with some religious body. This is a great thought to present to them, not to let them feel that they can go into the world, and it will be sufficient for them just to read their Bible and stay at home and say their prayers. This is very well, so far as it goes; but our deaf-mute children and young people, it seems to me, ought to be taught that they must have pastoral relations, must do their part towards sustaining the body with which they are connected, and in this way they will be a benefit to the community in which they live.

I cannot forbear to relate a touching incident in the life of a deaf-mute young woman, a pupil in the New York Institution many years ago. It shows that although, at first, when a deaf-mute child makes its appearance in the family, it is regarded as a trouble and affliction, yet often it has proved that the child has become a great comfort to the family. It shows us that God is working through all these strange vicissitudes his purposes of love and mercy towards our race.

I remember a very interesting young woman. She was, I think, a pupil of my friend and brother, Dr. Peet. She developed a lovely christian character. On finishing her education, she found herself face to face at home with a father who was an openly irreligious, ungodly man, a perfect blasphemer. That dear child read to him and prayed for him; set him a constant christian example, and God touched his heart, and ere long that heart was softened and he became a christian man and died a believer in the better life. This is only one of many cases which have occurred all over the land. Such things, when presented in this simple way, touch the hearts of men and women; and after all, if you pin them down to the results of this life, they will say: "We will not oppose you, go on and do your work. Do all you can to help these deaf-mute children in the way towards eternal life." I am sure that, feeling that we have the sympathy and prayers and good will of christian brethren in all religious bodies, we shall try to do our work and to lead as many as possible of these dear children to that world where by and by they shall hear the praises of God and join with us who have been blessed with all our faculties.

combines in himself so many and varied responsibilities as the teacher of deaf-mutes. He stands in the place of that most sacred of all human relationships in many instances—in the place of father and mother. Whatever the deaf-mute gets in life of education he will get from his teacher, while he is in the school for the deaf and dumb. I believe in churches or denominations. I said I was a Methodist. Yet I have a good deal more respect and regard for an honest Presbyterian than a hypocritical Methodist. Let every man be honest, and he will have the respect of every other honest man.

Pupils come sometimes and say "what do you think about this church?" I reply, "That church was good enough for your father and mother, and it is good enough for you." "What do you think of confession?" I say, "Well, I have known you four or five years, and the trouble is, you don't confess enough; confess your sins to God and obtain his forgiveness, and all the confession you will do to man will never hurt you." Sometimes they come and say, "Do you think I had better be baptized by immersion or by sprinkling?" I will not go into a discussion of these questions this afternoon, but I have stood at the baptistry and have interpreted with joy to a child when it was dipped into the water, and I trusted that God had touched it with his redeeming grace; and I have stood at the altar of a Presbyterian church and seen the water trickle down on the forehead, and have prayed that the dews of heavenly grace might be distilled into their hearts. It makes no difference what road you go, if you only get to the good world.

Dr. Gillett then showed to the audience some large picture cards which he employed with good effect in giving religious instruction. The children would understand the pictures and talk about them. He also showed illustrated Sunday-school papers and journals, including the International Sunday-school lesson-papers, Lesson Leaves, "Picture Words," "Apples of Gold," and lecture lesson-papers of the Presbyterian, Methodist and other denominations. The "Living Church" is taken for older pupils. Besides these there is the "Morning Life," full of pictures, and the "Food for Lambs." Dr. Gillett aimed to have half a dozen different kinds of papers to distribute among the children, so that they might exchange them. The "Temperance Banner" is another good paper for Sunday reading, and the "Child's Paper," published by the American Tract Society, "The Treasury of Knowledge," "Truth in Life," "The American Messenger," and the "British Workman," were all excellent papers, full of religious and moral instruction, all, or nearly all of which Dr. Gillett procures for his pupils. This was one of the widest subjects to be considered by the convention, and Dr. Gillett said his heart was full of it; but he could not talk any longer.

DR. PEET—I would like to say a single word. I hope I have not been misunderstood in my desire to express how we might come in contact with all christian churches, and with all good men, and yet find union. I hope I was not misunderstood as to my strong belief that the greatest object of every teacher should be to bring his children to church by every method possible, by his life, by his example, his precepts, by teaching the Scriptures as the word of God, and by omitting no doctrine essential to salvation. That

I intended should be implied. I merely wished to give a view as to how this work could be done in connection and in sympathy with all true christian men, by whatever name they may be called; and I cannot better express my thought, than to say that I subscribe fully, heartily, perfectly and rejoicingly, to all that Dr. Gillett has said.

MR. McCURE, of Nebraska—I am very glad that this subject has been so freely and so fully presented. It is a subject in which I have been interested for years. I only wish to emphasize one point, and that is that as teachers we must make it our highest aim to lead those under our instructions to Christ. It is the object above every other to bring them to a saving knowledge of the truth.

MR. ATWOOD, of Ohio, addressed the convention in the sign language, and his remarks were translated into words by Rev. Dr. Thomas Gallaudet. He told about a man who, in India, turned a branch of a tree down to the ground until it became another tree with roots in the soil. It took many years, but after awhile it became like the parent tree. In a similar manner, the religious teacher of the deaf and dumb must labor, expecting that the results of his work will be slow in appearing. Deaf-mutes could understand all the truths of the Bible when properly explained to them, just as the father at home explains and sets the example and his child follows. If the child does wrong the father expresses his displeasure. So the teacher might show to the deaf-mutes how God is displeased with disobedience and pleased with obedience.

DR. GILLETT called upon Dr. Tanner, President of Illinois College, at Jacksonville, to say a few words.

REV. DR. TANNER, of Illinois—Silver is speech and golden is silence. I would be glad to keep my seat, but common courtesy demands a word of response to the invitation.

This is not the first time that this institution [Illinois] has been to me a theological seminary. Some ten or twelve years ago there was in Jacksonville a convention of college men. In company with several others I came up here one morning to see what was doing. The last exhibition was by a class in articulation; articulation was then a new experiment. The last exercise was a repetition of the Lord's Prayer by a fair girl of fourteen. Such words as "Our Father," falling from lips no longer dumb, here received a meaning to me which they never had before. I could not help thinking that the ear of the great God was a little nearer than if the petition had been uttered by one of those college presidents and doctors of divinity.

In sympathy with the sentiment of the essay and what Dr. Gillett has just been saying, I ask, would you shut the Book, would you cease to teach these children to say "Our Father?" It would be a cruel, cruel thing; shame on the man that sits on the rostrum and flies the American flag at Washington, and in the name of the Goddess of Liberty says, "shut this Book," take it out of the deaf and dumb asylums, take it out of the insane asylums, take it out of the blind asylums, because, forsooth, these institutions are supported by money from the public treasury. I feel somewhat deeply on this question. For fourteen years, on Sabbath

afternoons, I have spent this hour in speaking to a congregation of two hundred and fifty or three hundred insane persons. Oh, friends, among all these wrecks of time there is just one plank that floats, it is the New Testament. Liberal education is a misnomer when you leave out of philosophy the everlasting thoughts found in the Book.

I rejoice, sir, that the deliberations of the week begin with this discussion. I believe it will hallow all the exercises before you.

REV. JOB TURNER addressed the convention in the sign language, Rev. Dr. Thomas Gallaudet interpreting. He expressed pleasure with the paper. In the institution religious education goes on; but when children leave the school they are apt to go back into ignorance and darkness. As for himself, he was trying to help deaf-mutes after they left the schools. Mr. Turner gave examples of the declension in religion of pupils who had been properly trained in school, but had for many years been deprived of intercourse with others and of religious instruction. Mr. Turner referred to the institution in Georgia, of which Mr. Connor is superintendent, and said that some of the students had expressed a desire to be baptized, but he had advised them that it was a state institution and that it would not do to interfere in such matters; if the parents were willing it would be all right. He gave a detailed description of the manner in which religious instruction was given in this institution. Mr. Turner said that while he was in Newport he met an old deaf-mute gentleman, eighty-five years of age, named George Comstock, who brought out to him several old books which were sixty years old, containing lectures by Dr. Peet when he was a pupil in Hartford in 1818, lectures by Dr. Turner and others, all preserved in this manuscript book. Mr. Turner asked for one of them. Mr. Comstock replied that after he was dead and gone he should have them all. Within the last year Mr. Comstock had died and Mr. Turner expected soon to receive the manuscripts. Mr. Turner would then show them to Dr. Peet, and perhaps it would be thought best to publish them for general distribution. As to his own work it was unsectarian; all his efforts were to lead deaf-mutes to put faith in Christ, but if he had more means he could do more work. The laborers were too few.

THE PRESIDENT announced that the next session would begin at half past nine on Monday morning, and the convention adjourned.

THIRD DAY—MONDAY.

PRESIDENT E. M. GALLAUDET called the convention to order at half past nine A. M., and Rev. Dr. MacIntire offered prayer, interpreted by the president.

The minutes of the Saturday and Sunday sessions were read by Secretary Woods and approved.

DR. GILLETT announced that among the visitors was Hon. S. R. Capps, a member of the board of trustees of the Illinois Institution. A great deal was due to him for his earnestness and efficiency in looking after the interests of the Institution. Dr. Gillett introduced Mr. Capps, who addressed the convention as follows, Mr. Hammond interpreting:

HON. S. R. CAPPS—*Mr President, ladies and gentlemen:* I regret that business engagements prevented my being present at the opening session. I also regret the absence of my associate members of the board of trustees, both of whom expected to be present. It would properly devolve upon the president of the board to extend a word of greeting; but as he is not here, I cheerfully assume that duty. You are assembled to-day, as I perceive from the roster, from almost every state in the Union and from the neighboring Dominion of Canada, drawn by a common interest in deaf-mute education. Such a meeting as this cannot occur without some sacrifice of time and of personal convenience as well as of money; but I trust that the arrangements which have been made by the superintendent of this institution for your comfort will be such as to compensate you for all the trouble you have incurred. I trust you will find a home within the walls of these spacious buildings and beautiful grounds; that nothing will occur to mar the harmony of your proceedings, and that you will bear hence a vision of pleasant recollections of all that you have met and of all that you have seen.

An institution such as the one you are visiting is not the product of a single year nor of a single decade; it is rather the outgrowth of more than a generation. It represents the spirit of christian beneficence. The idea and its development originated with the founders and the members of the legislature who granted the charter; and the present board of trustees have simply followed in the footsteps of their predecessors in carrying out the original plan. We have simply followed the necessities of the case in providing for enlargements and for its growing wants. I think that you may gather some idea of what the present as well as former boards have done, by observing the general order and arrangement of the buildings. You will find in the front the dormitory building, which is used for housing and bedding the inmates. It is a matter of the first importance always to provide for physical wants. Immediately in the rear of that building and adjacent to it are the dining-room and kitchen; and I need not say that it does not require any great amount of compulsion to secure attendance in the dining-room. A little farther in the rear is the industrial school. This has recently been a great deal enlarged, and the building is almost new. It has been in the mind of the present board, and doubtless in the minds of former boards, that it is indispensable to the future welfare of deaf-mutes that they should be taught the importance of labor and be made, as nearly as may be, masters of some trade. Rising from the apex of these grounds is the educational building, in which you are now gathered, appropriately towering above all the other buildings. It is said that the mind is master of the man, and it seems to me that it is peculiarly so. It seems to me that this is a matter of the greatest importance in an institution of this kind, which aims to train and develop men, to inculcate literary and religious truth and teach the arts and sciences.

It must not be supposed that an institution such as this, can be erected and maintained without great cost; and while every board of directors of a charitable institution should see to it that there is no waste of funds and that there should be a wise economy in expenditure of money; yet, at the same time, the truth must be recognized that to secure the proper talent for teaching and to keep the

institution at the proper standard, to effect the best results, it is necessary that the state should deal with institutions of this kind with a liberal hand. Such, I think, has been the policy of this state, in the main, and such, I trust, will be its policy. I thank you for your attention and wish you a pleasant and profitable meeting.

PROF. SWILER, from the committee on enrollment, made a report; also PROF. FAY, from the business committee.

PROF. M. L. BROCK then read the following paper, which was interpreted by Dr. Peet:

THE VALUE OF EXPERIENCE IN OUR SCHOOL WORK.

The importance of experience in most of the vocations of life, is as fully recognized as the necessity of sunlight to the vegetable world. There is no dead-line limiting the career of living lawyers. The old physician, whose skill has relieved the pains and aches of three generations, reaps a harvest of confidence unknown to younger practitioners. The minister who showed the parents the way to heaven, is willingly followed by the children. In the mechanical arts skilled labor is the demand of the age. Amid the roaring winds and rolling billows, passengers feel more secure with a veteran commander, tried in the dangers of a hundred storms. Our best laws are but bundles of experiences; our safest law-makers are those who have spent more than one term in the halls of legislation. Everywhere, except in educational affairs, long and efficient service meets a merited reward. Frequent changes and a want of fitness are at a premium only in school teaching.

A few weeks ago the Jacksonville Journal announced that our city schools will open this fall under a new superintendent, with new principals in every ward, and a change of teachers in many of the lower grades. The people read and their "silence gave consent." There was no call for an explanation, and the board of education gave none. Against those who lost their places there was no general complaint. That vague and unanswerable charge, "a want of educational ability," was urged only in one case. A Portuguese hod-carrier did think Miss S. was too strict, while an Irish washer-woman was sure, "she was too easy on other people's children." For more than a decade our schools had been growing, till they had become the pride of the town; but Mrs. Blank and all her sisters, who change their hired help every month and do their work half the time themselves, boldly declared that twelve years was too long for any mortal to teach. Instructors had to go and scholars must suffer.

It may be contended that in the public schools political influences produce these sad results; and that pupils and preceptors are alike the victims of party prejudice. Are our private institutions of learning one whit better? Read carefully the prospectus of some fashionable, select school. The directors of the Great Jumbo University present,* as the chief attraction of their Progressive Institution, an entirely new corps of instructors. These have been selected with the greatest possible care. They are all recent graduates of our most popular Veneering Academies. Never having been engaged in the work, it is confidently predicted that they will enter upon their several branches with

minds unprejudiced as to methods, and free from all old foggy notions. This is so nearly a quotation that it can hardly be called an exaggeration. One might safely offer a liberal reward for the new academy or young college that does not proclaim some radical change in its faculty as the basis upon which it solicits enlarged patronage for the coming year. This would be amusing, were it not so pernicious in its influence upon a cause almost as sacred to humanity as religion. This absurd idea of change, the scourge of educators and foe of education, is little known in other fields of employment. Even janitors are more secure of their places; for experience in the management of dust and ashes is recognized as valuable.

Reason, common sense, and the lessons of the past, all combine to show, that in any given occupation, other things being equal, those who make it their study and expect to make it their life work, will achieve the greatest success. At the breaking out of our recent civil war the ranks were filled with men from all departments of labor. The yard-stick was exchanged for the sword; ministers became captains, and congressmen commanded divisions. We sneered at the regular army officers of the south, and held in contempt the few we had at the north. We could all learn, and we did learn. Four gloomy years, dark with the clouds of war and moist with showers of blood, rolled on, and, finally, West Point men led our troops to victory. Volunteer officers had only led them to slaughter. In bravery, in patriotism, in mental and physical vigor, in everything except experience, those who failed were equal to those who won. Could the contest have continued ten years longer, they would have become splendid commanders; but at the expense of untold blood and treasure.

In our struggle with ignorance, that same kind of reckless extravagance is going on to-day. Some quiet, thinking people are beginning to ask why these lavish expenditures of time and money are not producing better results. Poverty is on the increase, and our prisons are crowded. There is a general unfitness to cope with the realities of life. The pious part of community point to a want of religious training, and the more practical elements assert that our schools are burdened with non-essentials. Amid a multitude of excuses, the true defect escapes notice: We have too many inexperienced teachers.

It requires from ten to twenty years to prepare the rising generation for the active duties of citizenship, while many of their parents, who are successfully bearing the burdens of church and state, were fully equipped in as many months. There is a mystery here. It may be partially solved by going back a little further. There are grandfathers and grandmothers now living who never had but one teacher. The child of to-day who, in his various grades and retrogrades, does not come under the manipulation of at least a score of instructors, is regarded as having a very limited introduction to educational society. The old culinary proverb may apply to mental as well as physical food. A change of instructors necessitates a change of methods, and frequently demands a change of text-books.

Unfortunately, our boasted school system is badly Mexicanized, and if not cured the disease may soon extend to the government

This spirit of unrest, that curses our nation, is simply a blind devotion to the whirligig of fashion. The danger of falling into ruts is the terror of American educators. Stupid plodding may do for Astors, Vanderbilts and Rothschilds, but boys and girls must have the paths of wisdom strewn with flowers freshly culled from the gardens of novelty. The excitement of to-day is stale by to-morrow. There is a constant effort to produce the startling rather than the useful. Our people feed on the sensational. There is no indication of a prohibitory movement against the manufacture of social stimulants. It is deemed the great mission of every wide-awake citizen to shake up his neighbors. The ague used to perform that service for the pioneers in this region, but is now out of date, and the cyclone reigns instead. We are a progressive people, and nothing less would satisfy us. In that we have all the essential elements of innovation in their concentrated form. No other force in nature is so erratic in movement, and so surprising in result. The professor who shall hasten to establish, somewhere on the plains of Kansas or in the wilds of Iowa, a university for imparting culture, in all its various branches, on the improved cyclonic method, has in store for him what no teacher has yet attained — a fortune. The patronage would be immense.

Do you ask, whence this wildness? The children are keeping school, and the grotesque always comes in when ignorance assumes the roll of wisdom. The idea, as prevalent in practice as in theory, is, that those who have most recently passed through the period of youth are the best guides for their younger brothers and sisters. As well might you pronounce the boy with his broken arm still in the sling a full-fledged surgeon. How long it may be before the public will awaken to the fact, that in the school-room, as in the work-shop, skill is the result of experience, and success is the result of skill, I know not. Would railroad men have greater confidence in his engines, should Baldwin proclaim that he had discharged all his old and tried workmen and filled their places with novices and the refuse of other locomotive works? Yet this fall boards of education in numerous localities will congratulate taxpayers and patrons of the schools on changes as uncalled for, and as much more disastrous in their tendency, as the human mind is superior to a locomotive.

It is urged, as the great reason for frequent changes, that there is such a vast number of young people seeking places. They must live, and it is but natural that they should apply for positions in that sphere for which they feel themselves best fitted. They can learn well; why should they not teach well? They forget that ability to eat does not indicate proficiency in the art of cooking. But they need the money, and a majority of them expect after a few terms to abandon the school-room for something better. This is an order of things not common in other vocations of life. It is not considered a sign of good health, when the blood rushes to any one part of the physical system; neither is it best for the body politic that one important branch of industry should be crowded with inexperienced laborers. It is too much to expect that our limited school funds shall educate the children, set up the young men in business, and buy wedding outfits for the young women.

We gladly welcome to our shores the hardy immigrants from western Europe. They come to make their homes with us; to help develop our resources, and leave an inheritance to their children's children. But when our western borders are polluted by Asiatic hordes, whose mission it is to degrade labor and impoverish the country, the popular voice unites with legal enactment in declaring: "the Chinese must go." Cheap labor is the curse of our schools. Our *Celestials* render inefficient service for a short time, and then spend the rest of their lives in disparaging our work. Congress has recognized the rights of the wash-tub; but the school-house, where minds are cleansed and intellects brightened, is still without protection. While we have no room for vampires, we do extend a hearty welcome to the honest applicants who come to stay. There are places enough along with the veteran workers, not instead of them. In all parts of the land schools are crowded and teachers are overworked. A rough-looking man, standing beside a load of lumber, said to a school-director: "You sent a little girl down to teach our school. She has sixty-three children to manage. I would not trust her to run my saw-mill a single day; but I would rather run five saw-mills than to take charge of her school. She is killing herself. It is murder." He told the truth. Every scholar was as much the victim of cruelty as the teacher. We need more teachers, we need better teachers, and we need a higher appreciation of our work. It is the trickery of the tyrant that drives out or starves out the well-trained and skillful laborer, places a threefold burden on inexperienced shoulders, and then points to the result as the highest achievement of the profession.

When a hard-headed old Hollander brought his twenty-first son to the deaf and dumb institution, he earnestly requested the principal to make something of him; if he could make nothing else, make a teacher. He had the popular estimate of that branch of industry. In his ignorance he looked upon teaching as the last resort of the stupid. A large, disobedient boy, whose insubordination met speedy and ignominious defeat at the hands of an aged instructor, gave it as his opinion that that man was unfit to have control of children, he was too old, and ought to have resigned long ago. These two individuals are fair representatives of the classes who assume the responsibility of locating the dead-line on educational work.

Our warfare is with ignorance and prejudice, and they will have their revenge. The dying struggle of a foe is oftentimes as vigorous as the first onset. We know not how much we have accomplished, or how much remains to be done. The cause may demand many sacrifices. But "the blood of the martyrs is the seed of the church." That man who, with eye undimmed and mental and physical vigor unimpaired, carrying with him the practical wisdom gathered during more than a score of years spent in the school-room, is now a teacher out of employment, may be performing a work grander and wider in influence than anything he had ever marked out for himself. It required the death of LINCOLN, to exhibit fully the Satanic spirit of slavery; and nothing less than the assassination of GARFIELD was able to arouse our people on the subject of civil service reform.

It is for that reform in its most important aspect, the recognition of the value of experience in our school-work, that I now plead. The rights of tax-payers to a better return for their money call for it, the rights of teachers to longer terms of service require it, the rights of children to a superior grade of instruction demand it. It will come—perhaps too late to gladden the hearts of those whose eyes already need artificial aid. The car of popular opinion, furiously driven by prejudice and ignorance, is even now upon us. There is no Westinghouse brake to check its speed. All that is left for us is to enter our protest and gracefully yield to the inevitable. The seed thus sown may produce a harvest to be gathered by our younger co-laborers, and, through their longer service and richer experience, benefit the cause we so much love.

But some one will begin to ask, what have these remarks to do with deaf and dumb institutions? Their relation to schools and colleges, and the general work of education is very evident, but how do they apply to persons employed in pauper establishments? There are mysteries too profound for the human mind to fathom; some of them are grand beyond the power of language to portray, but here is one conspicuous only for its absurdity. Why schools for the blind and the deaf and dumb, should be classified with jails and poorhouses, is more than I can understand. They are simply parts of the educational work of the state, peculiar only in their fitness for peculiar cases. By some blunder on the part of those in authority, they are assigned to the care of the boards of state charities. As thus situated they are ranked by insane hospitals, and flanked by penitentiaries. The unfairness of such an arrangement is shown by the tables of averages published by the secretaries of the boards. Lunatics and convicts take no vacation, and when schools are reported on that basis, they are robbed of a large percentage of their attendance. But the worst feature of the case is, that the domestic department is made to appear more important than the intellectual. In order to grade, or degrade the deaf-mute with paupers and criminals, his organs of digestion must be considered rather than his mental faculties; and in some instances three stomachs are counted equal to five heads.

This is all wrong. These institutions are schools, with the very needful attachment of a boarding-house; they are not free homes with the incidental addition of a school building. Our work is a work of education; if not in its highest, certainly in its broadest and deepest sense. All that can be said in favor of the value of experience in other branches of teaching, will apply with double force to this.

The outside world will meet this assertion with a sneer of incredulity. The general impression is that our work is made up of monkey-shows and good times. This idea, though exasperating, ought not to be surprising; people fail to appreciate what they do not understand. Here, as elsewhere, the educator has to perform double duty; pupils and public both require attention. Men judge of skill by comparing results with the raw material used. Let us present our material in contrast with that found in the common schools; our results can present themselves.

Here are two children; one is deaf, the other hears. To the former the whole world of sound is a sealed book. The boom of the cannon and the roar of the thunder arouse him only through the sense of feeling. He is dependent on a few crude signs for fewer and cruder ideas. He wanders about, a hermit in his own home, an exile in his own family. Speech, that mysterious power that unites minds and stirs souls, is to him unknown. In imitation of those around him he moves his lips and blows his breath. The inarticulate mutterings thus produced are a fair exponent of his mental status. Like the ape, he is skillful in reproducing motions, and people call him bright. Abstract ideas in science and morals reach him, if at all, only as perversions. Conceptions of God, eternity and heaven, never penetrate the abysmal night that shrouds his soul. He is never intellectually born till, at the age of eight or ten, he is allowed to enter school. From the moment of birth the hearing child is bathed in an ocean of sounds. These, in connection with motions, convey correct ideas. He is at once a student of language. He knows the meaning of words long before he can speak them. A whole faculty of teachers are in constant attendance. With them it is a labor of love. When one grows weary, another takes up the lesson. He is in school every waking moment of his infancy. Instruction is imparted in the very highest style of the art. There is no lack of reviews and encouragement. He hears the words "papa," "mamma," "cake," and "baby," thousands of times before he speaks them; and after he has achieved that feat he repeats them an equal number of times for the gratification of proud parents and admiring friends. The lesson is never forgotten, but others are learned in the same way. As time rolls on his advantages increase. Home influence is reinforced by ideas of equal rights, taught by playfellows, and the religious training of Sunday-schools. He becomes polite and obedient through the force of circumstances; and when, at the age of six or seven, he enters the school-room, his mind is in a normal condition, and he has already mastered a large part of the mysteries of human knowledge. This is the foundation upon which his teacher has to build.

Let us turn again to his unfortunate brother. Him we find a nihilist and know-nothing combined. His mind is a cross between a blank and a jungle. His animal instincts of selfishness and cruelty are, in many cases, strengthened by the indulgence of misguided parents and relatives. A foreigner in language, a savage in disposition, and a heathen in religion, he presents no foundation, either moral or intellectual, upon which to build an education. His teacher has before him all the difficulties of effecting a lodgment somewhere in the abyss of a bottomless pit. For which class I ask will the greater amount of skill be required? Of course all speaking children are not philosophers or saints; while a small percentage of our pupils do have such careful home training that the injury inflicted by deafness is partially counteracted. I speak only for the average, and I believe the case is fairly stated.

Collect twenty of these new deaf and dumb pupils into a class, appoint as their teacher some recent graduate, radiant with college honors, and all such experiments in the past proclaim inevitable

failure as the result. Some of us remember well "the worm-wood and the gall" drunk alike by pupils and preceptor, while floundering in the swamps of ignorance and groaning on the deserts of disappointment, in that first year's campaign.

Give a new class to an experienced teacher, either speaking or deaf-mute, and the improvement will be such as to astonish those familiar with the best work performed in the primary departments of our public schools. Children who enter upon their studies under such favorable circumstances, easily pass through the various grades and finish their course, an honor to themselves and their institution. But first impressions are lasting; and stupidity is as easily acquired as wisdom. The errors of a first year's failure retard progress, overshadow graduation-day, and shed a baleful influence on the whole life of their victim.

Notwithstanding these facts, which ought to be as evident from the teaching of common sense and reason as from actual demonstration, a large number of the applicants for the position of instructor in these institutions seem to regard an utter unfitness as their highest recommendation. In common with the great unthinking crowd, they believe that any one can teach the deaf and dumb. They can learn, and expect to master, all the mysteries of the art, after entering upon its duties. The only point upon which they seek information, beforehand, is the amount of salary paid. This would be pardonable, were it not that as our work extends, it produces resources from which to draw needed supplies.

The sign-language is in more general use now than it was thirty years ago. The brothers and sisters of our pupils get a smattering of it. The philosophy of its formation is studied as an amusement in the families of our speaking teachers, though its practice is limited. It is the mother-tongue of the hearing children of educated deaf-mutes. The laws of its construction and its idioms are both thoroughly familiar to the intelligent sons and daughters of superintendents. It is purified and improved in the college at Washington. The supply is abundant, and the quality generally good. We would not select a German, acquainted only with his native tongue, to lead speaking children through the intricacies of English grammar, nor ought we to admit persons ignorant of signs, as teachers of deaf-mutes. There is no longer the shadow of an excuse for such folly. The day of first-year failures and spoilt classes is over. That nepotism or favoritism that would force a repetition of such experiments is an insult to intelligence and treason to philanthropy.

But something more than the sign language is needed. It is impossible for the speaking child to pass through the various grades of his school course and thereby become fully prepared to lead others over the same road; so the most graceful sign-maker and finished scholar may be at a loss in one of our school-rooms. The reason is easily shown. Boast as we may of the superiority of mind over matter, disease will always leave an impress on character. I know not how true it is that deaf-mutes drag their feet in walking and stagger, like drunken men in the dark, but I do know our little fellows are very peculiar. To counteract this peculiarity of disposition is as much the work of the teacher as to lead his class through the mazes of an English education. The fitness for

this task will be most readily obtained by associating with the children themselves; and nothing affords better opportunity of getting acquainted than the work of a supervisor. Its duties are the best possible normal-school for instructors of deaf-mutes. One year in constant attendance upon all the different grades of pupils in the study-room, on the play-ground, and at their meals, gives greater advantage than two years in the school-room, or a full college course at Washington. Young men and young women, speaking or deaf-mutes, who are unwilling to avail themselves of the benefits gained in such a process of training, proclaim their natural unfitness for the work of a teacher.

There are cases where such discipline is not needed. The children of superintendents grow up with the pupils, and through that long association receive a preparation for institutional work, in all its departments, which it is not possible to acquire in any other way. Here we find the highest proofs of the value of experience. The founders of deaf-mute instruction in America were not merely heroes in philanthropy, they were giants in intellect. Among their successors they have no superiors and scarcely a peer; yet wherever the sons have taken up the work of the sires, the colors have advanced along the whole line. The younger Gallaudets, Peet, Jacobs, Stone, Fay, and others, have been more successful laborers than their fathers, because they have had the experience of a lifetime on which to build.

The supervisory department established in some of our larger institutions, does more than train novices and prepare them for school service; it releases older teachers from drudgery, enabling them to give a greater number of pupils the benefit of a higher grade of instruction. Here, as elsewhere, "poverty is the parent of invention." The idea of *double-work*, which originated in the mind of our superintendent, through a scarcity of school-rooms, is the grandest improvement of the age. The genius which relieves unfortunates from the curse of incompetency, is second only to that which opened to them the blessing of an education.

Experienced teachers will not only do better work, they will do more honest work. The post of honor is at the head of the dull class; but before one is ready for that, he must adopt the sentiment of the great modern divine, who, when urged to defend himself against unjust slanders, said, "I gave myself with all I am to my Saviour, and did not reserve even my reputation." When the progress does not meet its expectation, an indiscriminating public is apt to credit the instructor with a greater amount of stupidity than the pupils. At best, it takes a long time to become reconciled to the fact that our works cannot praise us. The temptation to get up a sparkling array of show material, and to cram for examinations, is not so potent with the veteran as with the younger workers.

However, this question of double-work has two sides. Its beneficial influence on scholars is beyond all doubt; but even old teachers are made of flesh and blood. It is not very encouraging to pit brains against brick and mortar; nor are shattered nerves soothed by the assurance that their sacrifice has saved largely in school rooms and furniture. Even money is poor pay for human

life. Teaching is the central idea of these institutions, and in wear and tear, it is second only to the superintendency. The abnormal condition of our charge produces nervous irritation unknown to common school work.

When relieved by supervisory duties, eight or nine hours a day in the school-room may be endured and profitably employed; nor does the additional labor of conducting a part of the religious services render the task intolerable; but this drain, on ordinary constitutions, leaves little inclination and little energy for engaging in the non-essentials, so pleasing to the younger members of the faculty. I feel great reverence for those who have come up through the lower grades and successfully held positions at the heads of these institutions. In regard to others, who have not entered by the door, but have climbed up some other way—I leave the Scriptures to characterize them. That skill which is required to pilot one of these schools through the narrows of popular prejudice, over the quick-sands of private malice, in the adverse winds of disease and parental ignorance, among the hidden rocks of treacherous assistants, around the breakers of official jealousy, against the storms of political fury, and guide it, freighted with defective humanity, safe into the harbor of prosperity, must be born of philanthropy and experience. It may be generally easy sailing, but a want of thorough preparation at some critical moment may prove disastrous. An ignorant pilot gave the wrong signal to the engineer and their steamer went crashing into the sides of the Scioto. The scene was heart-rending. By the score the helpless victims of criminal stupidity were carried under the waves and their agonizing cries hushed in death. There was no time to study signals, after the whistle blew.

People appreciate the horror of turning five hundred excursionists adrift in water fifteen feet deep; but when the temporal and eternal welfare of an equal number of deaf-mutes is imperiled by the incompetency of a superintendent, who never tried to fit himself for the position which he assumes, the political aspect of the affair creates a ripple of excitement, while the sad results to the inmates are unnoticed.

It is our duty to take cognizance of these matters, however unpleasant the task. We would be unfaithful shepherds, did we but feed the lambs, and leave the whole fold the undisputed prey of prowling wolves. I know it has been quietly hinted, that experienced instructors are never so secure of their positions as when a novice superintends; he cannot get along without them. Do credit us with the mental penetration and moral courage of the dog that discovered the character of the visitor from the bribe offered. We would be unworthy followers of the Great Shepherd, "who laid down his life for the sheep," did we hold our pocket interests superior to the mental, moral and religious lives of our flocks. Since there is such a high appreciation of training and thorough preparation in the teacher, why should they be disregarded in the head-master, whose duty it is to direct all subordinates. Can the human mind, in all the vast expanse of its imaginary flights, discover anything more unfortunate than for a man to accept the position of guardian father over hundreds of deaf-mutes, without the ability to communi-

cate with them? His duties are to direct their studies, correct their conduct, encourage them in habits of industry, settle their disputes, rejoice in their joy, soothe their griefs, repress their rage, comfort them in sorrow when the black-edged letter announces a death at home, stand by their bed-side while disease preys upon their vitals, administer the consolation of religion in the last struggle, speed the parting spirit on its flight to Heaven—and yet, no preparation! While the death-angel hovers over the hospital, the father must sit helplessly by in his office. The venom of party malice never penetrated a recess more sacred, or polluted a shrine more holy, than a deaf and dumb institution. If these schools are to become the spoils of the victor, exhibited, like the drugged babes of mendicant organ-grinders, to extort money from a generous public, the sooner the inmates are turned out, and the buildings reduced to ashes, the better for unfortunate humanity, and the rights of tax-payers. In order to obviate this danger, one rule in the management of state educational charities ought to be rigidly adhered to; let both parties be fully and honorably represented in the board of directors, in faculty and in commissary; then in every case let fidelity, ability and experience be the only tests of fitness for the higher places. This last and most important qualification can never be found outside the profession. We have sent out college professors and presidents, well prepared for their position, but the colleges have never been able to reciprocate; and they have showed their good sense by not attempting it. Giant intellect, learning and culture must all be re-inforced by practical knowledge before their professor becomes competent to successfully instruct a class of deaf-mutes. President Woolsey would hesitate to take the superintendency of one of these institutions.

There are some honorable men, moderately proficient in other professions, who, having found vacancies at the head of some of our institutions, have, hopeful of success, yet distrustful of self, entered upon unknown duties. We would not throw a straw in their way. This is an era of superintending. There is nothing else, in all the broad fields of employment, presenting such charms for the ordinary American. Any gutter-cleaning Irishman can have the daily attendance of twenty-five overseers, so enamored with the honors of office, that they "will work for nothing and find themselves;" men who can not artistically whitewash a board-fence are anxious to take the superintendency of anything, from the construction of a hen-coop up to the management of the universe. Most men seem to regard "superintendence" and "sinecure" as synonymous. There is no department of labor calling more loudly for the attributes of deity than the control of a lot of deaf and dumb children. If, in the successful exercise of omniscience, omnipotence and ubiquity, worn out ministers and retired army-officers can find the ease and comfort suited to declining years, then they are the men for the places, and we wish them God speed. But, if they expect to rest and LEARN, we must warn them that it will be at the awful sacrifice of the most sacred rights of their charge.

Should some old farmer carry a dozen yards of cloth to his friend, the mason, to have a suit of clothes made, common sense would pronounce him insane. Should the brick-layer proceed, with trowel in hand, to knock off the corners and mortar up the seams, the

world would declare them well met; nor would the case be improved, when the craftsman, discovering his incompetency, should request his customer to just face the storms of winter in nature's garb till he had time to learn the tailor's trade. It will not do to enact such folly in the education of those who can enter no protest before the public. It will not do to consider our professions more important than the temporal and eternal interests of helpless innocents. Herod entertained that idea, but his experiment never improved his reputation.

The only really competent superintendent is the one fitted by nature to sympathize with children and qualified by experience to administer to their wants and conduct their education. When to these is added the ability to manage men, happy is the institution that has such a head.

DR. GILLETT said that before the discussion was opened he wanted to say that Governor Cullom and Hon. F. H. Wines, secretary of the board of public charities of Illinois, were in the room. Dr. Gillett solicited the privilege of presenting Gov. Cullom to the convention.

THE PRESIDENT—The regular order of business will be suspended for a short time, that the convention may have the pleasure of listening to the distinguished visitor who has honored us by his presence.

DR. GILLETT—*Ladies and Gentlemen of the Convention*: Almost twenty-seven years ago I became superintendent of this institution. As was my duty in that capacity, I was frequently at our own legislature; and one of the best friends of this institution, and of all humanitarian enterprises in the legislature of that time, was Shelby M. Cullom, who has been the staunch friend of the institution upon the floor of the legislature and as speaker of the House of Representatives, and when he was a member of Congress, and also while he has been governor of the state of Illinois. In his official capacity he exercises the closest scrutiny, sometimes by visiting the institution, and more frequently (as I know, but he does not know that I know), by private inquiry of persons frequently here, and also from intelligence that he gains from the board of state charities. In all of these relations he has been a firm and fast friend and benefactor of the deaf-mutes of Illinois.

I shall not occupy further time in introducing Honorable Shelby M. Cullom, Governor of Illinois.

Gov. CULLOM then spoke as follows.

Mr. President, Ladies and Gentlemen: I think that if I had come here a few moments sooner, I perhaps might have got a little inspiration from the truths just uttered by the gentleman who was speaking when I came in. As it was, I heard a few remarks which struck me very forcibly as being of great importance and very sound. The idea was, every man to his trade. I do not think there is anything that could be said on that head that would make it stronger than was stated by the gentleman who was reading the paper. I have come here, my friends, not for the purpose of delivering an address or discussing the questions before you, so much as to meet you and to manifest my high appreciation of the work in which you are engaged, and if Dr. Gillett who introduced me, and the president here and members of the convention, will pardon me,

I believe I will admit that after church, yesterday evening, I put on paper what I thought I should like to say this morning, when I came before you. It was Sunday you know, yesterday; hence I ask your indulgence for doing it on that day.

The Governor then read the following:

Mr. President, Ladies and Gentlemen: It gives me unqualified pleasure to meet you and to welcome you to the commonwealth of Illinois, and to this beautiful city, which you have doubtless already found to be full of hospitality and of thoughtful people interested in your deliberations.

I am informed that this is a Convention of Instructors of the Deaf and Dumb of America, and that it is the tenth meeting since you have had an organization.

I have no words, my friends, in which to express the profound interest I feel in your noble work. You are here to consult and confer together on the subject of how best to care for and to educate the deaf and dumb. Your work is in a great measure of modern growth, and is second to no educational work in its importance to society. This commonwealth is full of zeal and enthusiasm in your cause. The spirit of benevolence which characterizes our civilization and times is in full accord with your work. The people of our state, I may say with confidence, are in favor of making all necessary provision for our unfortunate classes generally. They are in favor of making proper provision for the feeble-minded and the insane, and providing and maintaining the institutions necessary to educate the deaf and dumb and the blind. Such institutions in this state and all over this country are grand evidences of the people's appreciation of their duties and obligations as members of society.

It has been the popular idea that institutions founded and maintained by the state for the benefit of the deaf and dumb and blind are asylums or hospitals, in the sense in which we speak of hospitals for the insane. This is a wrong idea. They are schools for the education of these unfortunates, and are as important educational institutions as any in the land. The state builds the houses and provides for their maintenance; so the taxes of the people pay for the building and maintenance of the common and high schools. The obligation of the state to educate the deaf and dumb and the blind, since it has been found possible to educate them, is as great as to educate any other classes. These unfortunates cannot be taught in the common schools, and hence these great institutions are established, and thoughtful men and women who have given their lives to the study of methods of instructing them are secured for their teachers. These classes, dependent for want of hearing or sight, left to themselves would continue so; but in these schools they are educated and go out into the world intelligent and self-sustaining members of society. Thus, my friends, you are fitting these speechless persons not only for greater enjoyments, greater happiness, but you are fitting them to be in a much greater degree useful citizens. What grander work, what nobler work could men and women find to do in all the scope of human duty? I congratulate you, as leaders in this great work, upon the wonderful progress

that has been made in the discovery of new and improved methods of communicating ideas without the use of speech or hearing, and of teaching the persons so afflicted to use them. There seems to be no condition of humanity which is beyond the reach of improvement, in these days of discovery, study, experiment and progress. Even the idiotic are made much less dependent, and their existence rendered endurable. The insane are cared for with less harshness from year to year, as men engaged in the work put to the test new modes of treating and caring for them; and the deaf and dumb and the blind actually become scholars, almost as though no affliction had fallen upon them. The world is blest with many philanthropic men and women to ameliorate the condition of all these afflicted classes, but as our population increases, more and more such men and women are needed to meet the demand. They will be found. Generous-hearted men and women, full of sympathy for suffering humanity, will come to the rescue, ready to dedicate their lives to the needs of the weak and suffering.

We have in this country, my friends, a very large number of persons belonging to the classes I have named. They call loudly upon us for care, attention and training, and I am proud to feel and to say that our people all over this land are giving friendly heed to the call of these unfortunates, possibly to a larger extent than any other nation, though all civilized nations are giving more attention to them than in the past. The number of dependent persons in this country is so great that it seems almost appalling, and calls not only for an effort on the part of philanthropic citizens, but states and governments are called upon to build and maintain an increased number of hospitals and institutions of learning in their behalf. This great number ought also to impress us with the importance of inquiring into the causes which give to every community so large a number of persons thus affected, and of adopting measures, if any can be found, to lessen their number.

I am gratified, especially, to have the pleasure of welcoming to this commonwealth the representatives from Canada. You are our neighbors. Philanthropists know, and ought to know, no boundary lines of states or nations. The spirit of charity reaches out beyond the confines of governments, great or small, and lifts up weak and suffering humanity wherever found.

The state of Illinois, which I am pleased to see so well represented here, will be found, I think, fully abreast with her sister states in all charitable work. We have hospitals for the insane sufficient to accommodate over two thousand—one of which, a model one—is located in this city. We have an asylum for the feeble-minded sufficient to answer the needs of the state; a home for the boys and girls whose fathers were broken down in health, or lost their lives in the war for the Union; an institution for the education of the blind, also located in this city, and this institution, in which you are assembled, and which I am inclined to believe is a model institution for the education of the deaf and dumb. The care and instruction given to pupils in this institution are remembered with gratitude in thousands of families in the state and country, and while I do not desire to make my friend in charge blush by anything I say complimentary, yet I cannot forego the privilege of saying that we have

the best superintendent for a deaf and dumb institution that can be found anywhere in this country. What a grand triumph it is to be able to receive a beautiful boy or girl deaf and dumb from its mother and father, whose hearts swell with sympathy, love and anguish because of its hapless condition, and place it in an institution like this and educate it to read and write and think, and to become a joy to those parents who had no power, with all their love and affection, to bring about such glorious results.

The subject of education generally is receiving more attention at the hands of the people than ever before. One of the most prominent traits of our character as a nation to-day, is a disposition to encourage education. It is the recognized duty of the state to educate the children, and to tax the people to pay for it. The essential element of free government is intelligence. Free government, free schools, free thought, are favorable to the material prosperity as well as the intellectual improvement of the people. I am glad to see that our national congress is disposed to consider the importance of making provision for the education of the people in every part of our land.

But, ladies and gentlemen, I will not trespass upon your time longer by any general remarks upon this great subject, in which I know you are interested, and about which I am sure you know very much more than I do.

I trust your stay in this city and state will be pleasant, and that your deliberations here will be profitable to each of you and to the people of the whole civilized world.

THE PRESIDENT—Your Excellency: It is a great pleasure to be permitted, in behalf of the members of this convention, to make a response, even though it rise not to the occasion, to the warm and sympathetic welcome which you have given to the members of this convention. As you have said, we come from all sections of this country, and also from the neighboring, sister country of the Dominion of Canada. We come from sequestered walks; we come from a work that is sometimes depressing and wearisome, in connection with which there are occasional discouragements—discouragement even, sometimes and in some quarters, from misguided official interference. We come here, weary—perchance, many of us with years of patient, quiet work in our own limited sphere, and when we reach this atmosphere, when we are met by this warm welcome, given in the name of this great commonwealth, and see renewed evidences of so large and generous a spirit as is here manifested, and as has been manifested for more than a generation in this rich state towards the class in which we are interested—as we come here, I say, and are received in this spirit of warmth, geniality and appreciation, our spirits, weary though they be, rise within us, and we have here that love, comfort, blessing and benediction which far exceeds even what may be your most earnest wishes. And for all this, your Excellency, in the name of the members of this convention, I heartily thank you.

It is a pleasure, your Excellency, to us, to know that in this great state, which stands in the fore-front of everything that is high and noble

and progressive in our land, the cause which we have at heart has received no detriment. It has been here appreciated, and here sustained, and whatever there may have been in other places of unfavorable action, or that which discourages and deters and interferes and pulls down, we may turn with pride and satisfaction and say, "Here stands an example which every state may well strive to imitate." Your Excellency, I need not prolong words. We are men and women of action rather than of words. We have work before us, and we strive to do that work better than before. We most heartily thank you for the welcome we have received.

On motion of Dr. Gillett, Governor Cullom, Hon. F. H. Wines and Hon. Wm. M. Springer were made honorary members of the convention.

Mr. Wines came upon the platform and was introduced by the president, who said:

It gives me great pleasure to present to you my old friend, Rev. F. H. Wines, who has taken so great an interest, as many are aware, in preserving the records and in completing, perfecting and publishing the statistics which will show to the world what we have been and what we are doing. He needs no introduction from me, for his labors make him well known all over the country.

MR. WINES—I thank you very much, Mr. President, for your kind introduction. At the same time I feel that I do not need any introduction to the superintendents of the institutions for the deaf and dumb and for the blind, in this country. Those of them whom I do not know personally, I know through my correspondence with them as a special agent of the Census Office. I am afraid my letters have impressed some of them as they did a county clerk in one of the southern states, who replied substantially as follows: "I have the greatest possible respect for the Tenth Census, and for its able superintendent, Gen. F. A. Walker, also for his convivial associates, Wines and Porter. (Porter was the special agent in charge of the statistics of wealth, debt and taxation). I have answered every inquiry addressed to me, to the best of my ability, and have told all that I know and all that I don't know (about a long list of topics which he named). But I am a man with a large family, a small salary, and no allowance for extra clerk-hire, and it seems to me to be about time that this thing should stop.

Brother, I have done my best;
I am tired, let me rest.

But I do not come to you this morning as the representative of the Census Office. That, I may have an opportunity of doing later. In seconding the welcome of the governor, in my capacity as an officer of the state of Illinois, identified more or less closely with the growth and development of this institution during the last twelve or fifteen years, I can tell you that in no state which you may visit will you receive a more sincere and hearty welcome than here—not only from the superintendent and officers of the institution, but from the people of Jacksonville and the entire state, who are glad that you have chosen this as the place for your deliberations.

I do not think that my interest in your work is merely official. When sitting at lunch with Dr. Peet, a few weeks ago, in his resi-

dence at Fanwood, he asked me how I came to have so deep an interest in the deaf mutes and their education. I said to him, that I could not tell. But I believe that it must be hereditary—that is, if a man can inherit a taste or propensity from his uncle. I hold in my hand, Mr. President, (exhibiting them) two volumes of manuscript sermons by the Rev. Abraham O. Stansbury. Mr. Stansbury was associated with your honored father, (addressing the President, Dr. Gallaudet), in the establishment and organization of the institution at Hartford; and he was also connected, as Dr. Peet will tell you, with the institution in the City of New York, of which he was the first teacher. He did not remain very long in either of the institutions, but his sister, Mary Stansbury, who was associated with him in teaching, in New York, spent many years of her life there, where, I believe, her memory is still cherished. This Mr. Stansbury was my grandfather's brother, and the sermons which I hold in my hand have come into my possession through my mother. I wish to take this occasion to present one of these volumes to Dr. Peet, and the other to Prof. Williams, in order that they may be placed upon the shelves of the libraries of the two institutions, respectively, at Hartford and New York. Mr. Stansbury was a man whose personal history would interest you, if I could give it. I do not know it in full. I have only heard it in part. I believe that at Hartford he was not very well contented, partly on account of doctrinal differences, partly because of his coming from New York into Connecticut, and partly, perhaps, on account of some division of authority between the principal and steward. At all events he left there and went to New York. So far as I can learn from the published reports of the New York Institution, he does not seem to have been a very successful teacher there. Yet I think he should be held in grateful remembrance, first, because he was one of the earliest instructors of the deaf and dumb in the United States; and second, because, at that early day, he had sufficient force of character and independence of opinion not to be entirely satisfied with the French method of teaching, and without instruction from any one, he himself attempted to introduce the articulation method into the New York Institution. To this extent, he was in advance of his age upon the question of the education of the deaf and dumb.

Mr. President, I thank you for this hearing. I know many of these gentlemen. Several of them I have visited in their institutions. Before I sit down, let me say one thing more. I have the honor to be, this year, the President of the National Conference of Charities, an organization in which we desire very earnestly to have the co-operation of the principals of the institutions for the deaf. The governor has referred to the visitors from Canada. We are glad to see them here. But for myself, I wish to say that I feel like extending a very special and cordial invitation to the officers and teachers of institutions in the southern states to attend the next annual session of the Conference, at Louisville. We go there next year in order to show our interest in benevolent and reformatory work in the south, and for the special purpose of securing the enlistment and co-operation of southern men and women with us in our efforts to improve the character of benevolent work in all

parts of this land. I therefore ask gentlemen who are here to-day from the south to exert themselves to see that there is a creditable representation from the southern states at Louisville.

DR. GILLETT—All members of the convention have noticed at the foot of the main doorway the fine maps which face each side of the hall, and those that have visited the library have also seen several hundred volumes that have been sent to the institution from Hon. Wm. M. Springer, who has designated the library of this institution as the depository of public documents for the thirteenth congressional district. He is one of our best friends. I would solicit the privilege of introducing the Hon. William M. Springer.

THE PRESIDENT—I was about to say that I need no introduction to Mr. Springer. Before introducing him to you as a friend in Illinois to deaf and dumb education, I beg to add, that we claim him in Washington as a friend of deaf and dumb education there, especially of our college, as evidenced by his warm and hearty and effective support of our college.

MR. SPRINGER then spoke as follows:

Mr. President, Ladies and Gentlemen: I have not the honor of occupying the position which the governor occupies and of welcoming you to this institution in an official way, or, as is said in one of the comic plays, "office-ally," but I can extend to you a most cordial welcome to this city as an old settler in this place, and as one of the founders of the deaf and dumb institution. The governor never knew that before, and I have never told it before. It is one of the secrets I have kept. I was founder of this Institution in this way: I hauled the brick and lime and lumber that made it. I was one of the boys and men who did the work. In that sense of the word I have the honor to be one of the founders of the deaf and dumb asylum. I contributed a little to the blind and the insane asylums in the same way.

My duties have called me to another field. We have no such great institution as this to foster, but I do not know but it is second if not running abreast of it. The institution for the deaf and dumb at Washington, over which your honored president presides, I have great pleasure in visiting, from time to time, to see the work which is done. When I remember that this distinguished father was one of the most eminent of all instructors of the deaf and dumb, either in this country or in the world, I am very glad to meet him here co-operating in this great work.

I was thinking, while the governor was speaking, how it would do for a deaf and dumb gentleman to be a candidate for congress. In our educational institutions they are getting as many advantages of learning as those who can speak and hear, and it occurred to me that there were many advantages that you might have. Especially as a member of congress you could be deaf to the voice of passion, deaf to calumniators, deaf to the corrupt influence of the lobby.

That vice of official selfishness which would draw a man away from his official duties, or convert that great channel of legislation into a means of official gain for corrupt offices of government, he would not hear; and, when he came home to his constituents and could see the great fountain and source of power, he could be

silent and view it with awe and wonder and admiration; so that I invite you gentlemen, unfortunate in this respect, to look upon this not as one of the fields from which you are excluded, but as one to which you may enter in the highest sense. We are making as much progress in the education of the deaf and dumb as in other branches of science. I was just thinking how much had been accomplished in this respect since I came to Illinois. Thirty-five years ago there were few institutions such as this, and it cost as much to bring a deaf and dumb boy to Jacksonville from remote parts of the state and take him home again as now is equal to a whole year's tuition. Such was the imperfect means of communication at that time. Now we have a railroad running through every man's farm, almost, picking up these children and bringing them here at reasonable expense; and all the other means of intercommunication and education, the telegraph and telephone, by which you can speak and hear the voice, if you can speak and hear at all. While all these things are going on in science and art, great improvements have been made in the education of the deaf and dumb. We have ceased to speak of this institution as a charity. I think that time has gone by. [By Dr. Gillett—"All gone by."] We should speak of it as a school, as a college. It is no more a charity than the common schools that are planted for the education of people who cannot be educated in any other way. Inventive genius comes forward to aid you in the work, and I expect to see the time—I do not know that I shall see it, but somebody will—when a machine will be invented by which the deaf can hear and the dumb can speak. [Dr. Gillett—"We have that now."] And, finally, we may reach the time when some man who has a genius of invention will come to the front and put eyes in the blind, so that they can see as well as we. I do not know what may be done since we have got the telephone and the telegraph, but you may at least look forward to the enjoyment of all those blessing which a great and bountiful government can secure to you as well as others.

I am happy to be associated with these people in the capacity in which I am, and I frequently find a great pleasure and satisfaction, and often pride (for a man in my position might have pride), when I look upon these vast prairies and this intelligent, industrious and wealthy people and realize that they have entrusted a part of their sovereign power into my hands to be wielded and exercised in their interest, and when I realize that this portion of the country has most of the material resources which go to make up a great and happy and civilized community, I feel just pride in the reflection that this people has chosen me to so honorable a position. My friends, those particularly from the United States and those in the Canadas, who have come here, I am proud that we have such a country to show you, such a city to which to welcome you. We are willing to show our schools, not only to you but to the world, not to ask you, in any spirit of selfishness and pride, to emulate our example, but to show you that we are at least abreast with the enterprise and civilization of the age in the education of the deaf and dumb people of our state.

And so far as we have charge of the institution of this kind in the District of Columbia, it has been my pride that, in the great work which is doing, I have the power to vote a portion of the money for the support of that institution; and I have never withheld a dollar that the doctor wanted, and if he comes for more I am ready to give it. I know he knows more about that than I do. I do not assume to exercise a supervisory agency over his work. We have selected a competent man and he knows what he wants, and knows how much it costs, and when he sends in his bills, so far as I am concerned, I will vote them without question. We cannot put our money to better uses than to educate the people in this country, and the education of the deaf and dumb is just as important as the education of any other equal number of people. It is the cause of national education in which you are engaged,—the education of all the people, leaving out none. There is no reason why we should educate a portion of the people, and those who can get along best without education, and call that doing our whole duty. We never shall have done our whole duty until every man of sound mind is taught to read and write and understand the nature and character of our institutions, and made competent to perform all the duties and functions of citizens of a free republic. To that education the state of Illinois, and the United States, so far as it has jurisdiction, invite all our people. I congratulate you, my friends, who are in the work of teaching the deaf and dumb, that you have gone forth and gathered in all the unfortunates who cannot get education in the common schools and invited them to come and be educated as well as the rest. It is not only a work of charity, but a work of duty, and in doing it you are not only serving these people, who are your pupils, but serving the great interests of popular government, which requires that the people should have a competent conception of the form of government under which they live. I thank you for your kind attention, and beg pardon for consuming so much of your valuable time.

DR. NOYES—I beg the indulgence of the convention for a moment or two while I have the pleasure of introducing a former citizen of Illinois. Finding so many large-hearted men in this state, in an early day his sympathies and interest reached out into the large northwest. He knew he left the interest in Illinois in good hands, and went into that far country. I have great pleasure in introducing to you the man who, if not now one of the citizens of Minnesota, has a right to be called the pioneer and father of the institutions located at Faribault, the institutions of the deaf and dumb, the blind, and the feeble-minded. It is the gentleman on my right hand, who has been on the board of trustees almost from the beginning, Hon. R. A. Mott. Mr. President, my friend Mott seldom makes a mistake.

MR. MOTT arose and spoke as follows:

I have been hardly an hour in your city and did not sleep last night. I have no speech, and perhaps you are glad of that. I have a great interest, as Mr. Noyes has said, in this work; and while the governor was addressing you, I was wondering why I was interested. I think it must be because I was a New York baby, an Illinois boy and a Minnesota man.

Forty-seven years ago the old schooner Austerlitz landed me, a fatherless boy, on your shores. I walked over to Galesburg, and finally went into the northwest, and we started our schools. We had no idea what we were doing. I was first commissioner and director. God helped us and man helped us, and I want to tell you what I have learned. Perhaps it will suggest something. Never distrust the great heart of the people. Rest your institutions securely upon them with faith and you are safe. But don't try to fool the people. Don't tell them you can build a hundred thousand dollar building for fifty thousand dollars. Tell them frankly what the building will cost, and they will give it to you; but if you ask them two or three times for money, the people get ugly, and then you say "the people are kicking up a muss." The people can always be trusted.

One thing more. There was an old fellow way back in the old times—I think they call him Narcissus—who fell in love with his own image. Don't make fools of yourselves, and get inflated with our own image reflected in these institutions. We all have a little human nature, and so we want to be a little cautious.

Permit me to say one thing more: Cherish the best of relations, working relations, friendly relations, with your several boards of directors, for they have no easy place. They stand between your institutions and the people. As a rule I believe they would be glad to do the best they can for the institutions; but they are agents of the people and using the people's money. These boards are pretty good things—if the institution succeeds the superintendent gets all the credit, and if it fails, well, you have somebody upon whom you can put the blame, and it is all right. I said I would not make a speech, and I will not: but while the governor was speaking, and Mr. Wines, this came into my head: "In the beginning God created the heavens and the earth." What a thing creation is! The governor told you that you were creating citizens. The thousands of deaf and dumb all over the land never would be citizens in the proper sense of the term but for the establishment and success of these institutions. We have three in our place, and, strange enough, we have local boards and separate boards for each institution; and yet the same men form the boards for the institutions of the deaf and dumb, the blind and the imbecile, and all are in our town. In ten minutes the boards can get together, and we have most blessed relations with the superintendents. If you come to Faribault, come and see our institution. We are proud of it. You may sing hallelujahs to your superintendent, Dr. Gillett, and he deserves it all; but if you want a matched team, we have got his mate at Faribault. Come and see our blind institution. It has the noblest little hero—he graduated at Carlton college—at its head. Come and see Dr. Knight, son of old Dr. Knight; and if that is too high, come to my house.

THE PRESIDENT stated that the next paper in order was by Prof. Job Williams:

WHAT DEAF-MUTE EDUCATION IN THE UNITED STATES OWES TO THE AMERICAN ASYLUM AND ITS EARLY INSTRUCTORS.

The facts which led to the founding of the first institution for the deaf and dumb in this country, at Hartford, Ct., are too familiar to this audience to call for reiteration here. Nor do I need to recall how Mr. Gallaudet was providentially forced to adopt the sign method of instruction, which, modified and improved, has been employed in nearly all of our institutions, and has proved itself the most valuable assistant to the instructors of deaf-mutes which has ever yet been discovered.

As the grand monarch of France said, "I am the State," so it may be said of Thomas H. Gallaudet, especially during the early years of the American Asylum, He was the Institution. I do not forget the noble philanthropy of Laurent Clerc, which made him willing to leave his home and his friends, to dwell among strangers in a strange land, of whose language he knew nothing, that he might benefit his kind. Nor do I fail to remember how valuable his services were to Mr. Gallaudet, at the opening of the school, through his complete knowledge of the sign language and his familiarity with Sicard's method of instruction, with which Mr. Gallaudet had at that time but an imperfect acquaintance. For a time, in this one thing, Mr. Clerc was a teacher and Mr. Gallaudet the pupil; but the pupil soon outgrew the teacher.

Mr. Clerc was clear, forcible, eloquent in the use of the sign language. Mr. Gallaudet, not a whit behind in any of these qualities, far surpassed him in breadth of thought and in keen penetration into the genius of the sign language. Mr. Clerc could use Sicard's signs and methods of instruction with animation, accuracy and skill. Mr. Gallaudet could use them as foundations on which to build something better. He modified and adapted signs and methods to suit the needs of the English language, of which he was a rare master. When there was any question as to how best to express in signs the meaning of any word under discussion, Mr. Clerc was often appealed to for Sicard's sign of the idea, but unless this corresponded to Mr. Gallaudet's understanding of it from the etymology of the word, he never hesitated to modify or reject it entirely. In a very short time after the opening of the school, Mr. Gallaudet was the final authority in signs as well as in method of instruction. For some years, it is true, Mr. Clerc gave sign lessons to new teachers and those who came from other states to learn the sign language; but this was because Mr. Gallaudet's hands were too full of the arduous duties connected with the establishment of the new enterprise to allow of his undertaking this special work. It was a way in which Mr. Gallaudet could relieve his over-burdened hands and brain, by furnishing a competent substitute, and at the same time favor his friend, Mr. Clerc, by increasing his income.

Mr. Gallaudet had a genius for signs. He studied them critically. What he had already acquired was only a vantage-ground from which to make still further advances. He was an enthusiast, and he was constantly questioning and experimenting, and every new idea wrought out was at once brought into active service. Mr. Clerc was opposed to changes and innovations. Mr. Gallaudet, with a broader view and a stronger grasp, welcomed everything which

promised improvement. Yet they worked on harmoniously, each furnishing aid to the other. Mr. Clerc taught signs to the new teachers. Mr. Gallaudet showed their philosophy and inspired the new teachers with something of his own enthusiasm in the work of instruction, and by his keen insight quickened their perceptions. Mr. Clerc was the drill-master, Mr. Gallaudet was the teacher.

At the beginning of his work, Mr. Gallaudet recognized the difficulties in the way of instructing deaf-mutes, and the need of employing able men as teachers. No mere drill-masters were needed, but the cause, in order to secure the highest success, demanded men having minds well disciplined and thoroughly furnished—minds broadened by a liberal education and trained by classical study to examine language critically, that thus thoroughly understanding the principles of language themselves, they would be better able to assist others in mastering its difficulties. In this policy of employing only men of marked ability, Mr. Gallaudet was sustained by an enlightened board of directors. Yale College being near at hand, and Mr. Gallaudet being a graduate of that institution, many of the early teachers were naturally selected from its graduating classes. Invariably they were men of high standing, who would have made their mark in any profession. In corroboration of this, we have only to mention the names of William C. Woodbridge, afterwards so widely known as the author of one of the most popular common school geographies of that time, and the originator of the pioneer *Journal of Education*, a standard authority in educational matters; of Isaac Orr, an inventive genius, and a man of practical affairs, and of remarkable nervous energy, but who used it with such lavish waste that he soon broke down his health from over-work in the school-room, as Mr. Woodbridge had previously ruined his; and both, unfortunately for the cause of deaf-mute education, were compelled to retire early from the profession; of Louis Weld, whose devotion to the cause, and long and eminent service in it, terminated only with his death; of William W. Turner, who, after forty-two years of arduous labor, retired, full of honors, to enjoy a well-earned leisure in his declining years, whose interest in the cause, though he is now more than four score years of age, has not abated, nor has the fire of his enthusiasm burned out, and whose full and accurate memory is the sufficient authority for many of the statements of this article, which are beyond the personal knowledge of the writer; of Harvey P. Peet, for whose indomitable energy nothing less than the Empire State could afford sufficient scope; of Horatio N. Brinsmade, a man of rare ability and of effective service, whose retirement after nine years of labor was a great loss to the profession; of the scholarly Rockwell; of David E. Bartlett, the peerless pantomimist, the sympathizing friend of every deaf-mute, the cheering influence of whose earnestness, purity and piety lives in many a heart to-day. These all sat at the feet of Gallaudet and partook of his inspiration and enthusiasm.

The generation of teachers who followed these were in every way fitted to be their successors—a galaxy not less brilliant. F. A. P. Barnard, Luzerne Rae, Joseph D. Tyler, Samuel Porter, Collins Stone, Jared A. Ayers, Henry B. Camp, Lucius H. Woodruff, each brought honor to the profession and was honored in it. All were men of earnest purpose, singularly devoted to the work in which they were engaged.

Theirs was no merely perfunctory discharge of duties, but time and labor were given unstintedly to the cause which they had espoused, and to-day we are all reaping the benefits of their useful labors.

The mental activity of these men, and their desire to forward in every way the cause of deaf-mute education, to study it in all its bearings and to establish it on a broad basis, called into life the *American Annals of the Deaf and Dumb*. They sustained it, almost unaided, through its first volume, supplied an editor for it through twelve volumes, and they and their successors have always done their full proportion of the work of sustaining it.

Assisted, as we have said, by a corps of thoroughly educated teachers, Mr. Gallaudet set himself to the task of arranging, modifying and adapting Sicard's methods of instruction to the requirements of the English language. To this end he was accustomed to gather, in stated meetings for the discussion and improvement of the sign language, his hearing teachers, and them alone, Mr. Clerc's physical and intellectual limitations and prejudices to some extent unfitting him for such broad and liberal discussion of the somewhat too mechanical methods of his former friend and master.

It was in these meetings that the sign language and the methods of instruction were so rapidly modified, developed and improved. There was untiring effort to make the medium of instruction as perfect as it was possible to make it, and it is not probable that the sign language was ever more effectively used than by those early teachers. What they wrought out with infinite pains has been handed down to lighten the labors of every sign teacher in the land from that day to this. Those teachers' meetings moulded the sign system of this land and through it that of the whole country—a system which even at that early day had been so differentiated from all the other systems as to be known as the American system.

After four years of training in the American Asylum Mr. Weld carried it to Philadelphia and established it there. Mr. Peet transplanted it to the New York Institution, after eight years of labor at Hartford. Here came Mr. Hubbell, from Ohio, and Mr. Jacobs, from Kentucky, to carry it back to their respective states. From this place went Mr. Tyler to Virginia, to introduce the system there. And so, directly, and much more indirectly, the influence spread and continued to spread over the land. It was carried across the Atlantic, and through the direct instrumentality of a former teacher of the American Asylum the American system of instruction was adopted in at least two of the English institutions—those at Birmingham and Exeter—as early as 1829.

Previous to the establishment of the American Asylum, it had been the practice of the British and European schools to spend six months, or a year even, in memorizing single words, and instruction in language was long delayed, and much precious time was nearly wasted. One of the earliest improvements introduced into the system of instruction by Mr. Gallaudet was, in his own words, "to lead the pupil, as soon as possible, to an acquaintance with the construction of phrases and sentences and to the perusal of books written in a very simple and easy style;" and a very valuable series of such books expressly adapted to the use of the deaf and dumb was prepared by him at great expense of time and labor. The principle

thus early established and ever since universally practised in the schools of this country has been of untold value to the generations of pupils who have been trained therein. It vitalized language and changed a dry task into a work of ever-increasing delight.

One other improvement in deaf-mute instruction, perhaps the most beneficent improvement ever made in it, was the giving of moral and religious instruction in the sign language, thus for the first time, so far as is known, enabling teachers to conduct, intelligently and with soul-inspiring interest, united religious worship with their pupils.

When we recall in our own experience, how eagerly the young pupils take in the simple truths of the gospel when thus presented, and see with what childlike faith they receive and apply them; when we remember what consolation the truths of the religion of Jesus Christ have brought to many of these "children of silence" and how many of them must have been deprived of this solace but for this method of receiving it, we can realize, in some degree, how great this blessing has been to them. Who can sum up its influence?

In order to secure men of the first capacity as teachers, it was necessary to pay liberal salaries, and, though the directors were cramped in their means, they did not shrink from the responsibility of securing this prime requisite for success, but met the case in the same liberal spirit which has always characterized their actions. The policy then inaugurated has since been the rule of the institution, and the high standard of which the American Asylum set the example was for a long time generally followed in other institutions as they were established throughout the country, though of late years some of them have sadly departed from this principle, much to their own hurt, and their positions of responsibility have been allowed to become political foot-balls, utterly regardless of the best interests of those for whom alone they should exist.

And just here we would recall the good example of the Asylum at Hartford as to the control of this class of institutions. At the beginning its board of directors was composed of men of the highest standing in the community—physicians, lawyers and business men—and these were appointed for life and with power to fill any vacancy which might occur among their number. Political commotions never disturb it, nor do frequent changes of its board of direction constantly overturn well-matured plans. Officers and teachers are appointed on their merits, regardless of political effects, and are retained in their places so long as they *fill* them, so that their only anxiety need be how most efficiently to discharge their duties. Would that all the institutions which have sprung up in the land could have imitated this model.

Very early in the history of the American Asylum the subject of instruction in mechanical trades was agitated. Two or three of the earliest pupils who were men grown, had already acquired trades before entering the school. One was a full-fledged cutler, another a shoe-maker, and a third a cooper. These wished to continue at their trades out of school-hours, and facilities to do so were afforded them. Others, seeing these at work, desired to be similarly occupied, so these skilled workmen became teachers of

their fellow pupils. Out of this small beginning grew the idea of giving all the male pupils instruction in some handicraft. Plans were matured, and as early as 1824 two shops had been erected and pupils were learning five different trades. This two-fold system was a new departure in school instruction, and was undertaken with some misgivings, but the wisdom of the step was soon proved by its success, and its almost universal adoption has been a great benefaction to the generations of pupils who have been trained under it.

Up to the time of the establishment of the American Asylum, institutions for the deaf and dumb had been sustained by private benevolence. So far as we know, there had been no exception to this rule. Mr. Gallaudet, seconded by the board of directors, early took the ground that the fact of deafness did not deprive a child of its right to an education at the public expense, nor relieve the public of its obligation to furnish it. Supposing that one institution would supply the needs of the whole country, application was made to congress to provide means for carrying on the school. The claim was allowed, and a grant of public land was made, the sale of which would supply the needed funds. The policy thus inaugurated has shed its beneficent influence on all the institutions for the deaf and dumb which have since sprung up in the land, though as the great number of this class of pupils became known, the support of them very properly came from the state legislatures instead of the general government.

In every new philanthropic enterprise there are three distinct stages of development in those who receive its benefits. In the first stage are those whose minds are just awakening to the fact that others have unselfishly labored in their behalf, and their hearts go out in lively gratitude to them. The third stage embraces those whose minds have been so broadly developed that, while they realize that the ideal has not been reached by their benefactors, they yet can understand the difficulties which have blocked the way, and feel deeply grateful to those who, in spite of these difficulties, through patient, self-denying labor have accomplished so much. Between these two stages lies the second, in which are those who can see that, though they have been greatly benefited, they yet have not been made perfect; that no miracles have been wrought upon them, but that only the best that could be accomplished under human limitations has been done for them. They see so clearly the failings of their benefactors, that they can see nothing of their success. Their hearts are so full of complaint that there is no room for gratitude. They sting the bosom which has warmed them into life. This triple division in the ascending scale of development in mind and character is so generally found as to lead us to believe that it follows a law of human nature. Returned missionaries tell us that they find it among those whom they try to lift up to a higher plane of life. It is said the same is found true by those who are trying to elevate the colored race in the South. And indications are not wanting that it would be useless to deny its existence among those who have received the benefits of our institutions for the deaf and dumb.

MR. GUDGER moved to adjourn.

DR. GILLETT stated that a half hour remained before dinner-time, and that it might be devoted to the discussion of Mr. Brock's paper, read earlier in the morning.

MR. GUDGER withdrew his motion to adjourn.

DR. GILLETT announced that there would be a meeting of the principals in the evening at 7 o'clock, at Prof. Brock's room, for consultation with reference to the principals' conference next year and the year after.

Dr. Gillett proceeded: I did not think to have anything to say on the subject of Prof. Brock's paper. I think the paper involves a great amount of truth. Its propositions are so self-evident as to seem to me hardly to present ground for argument. I had hoped somebody would take the opposite side of the question, having never heard anybody defend the opposite of the paper. It would be very interesting, if any one has views on the opposite side, to hear what can be said. Whatever I might say this morning would simply be in the nature of a challenge, to those who favor the other side, to come on and present what defense they have to make to such anomalous circumstances as seem to be coming into vogue in some parts of the country. No one has defended them yet, and if they are right they ought to be defended, and if not they ought to be condemned. The paper read by Prof. Brock does call for special discussion. At present I shall not have anything further to say. There are others, probably, who have thought upon the question more than I, and have more knowledge of the practical operations of men trying to manage a business that they do not know anything about.

DR. PEET—I thought when I came here this morning I should say nothing, but there are three circumstances which would seem to make a few remarks appropriate. One of these circumstances is that the paper on experience makes some very practical suggestions with regard to the methods of obtaining experience. The idea of having young men and young women, who wish to become teachers of the deaf, take such a position of intimate association with the pupils as the office of supervisor implies, whereby they may become thoroughly acquainted with the habits and minds, with the thoughts and feelings, and with the conversational signs of the deaf, before undertaking to instruct them, seems to be an admirable suggestion. We consider this office of supervisor as an important school for the teacher; and, as a means of relieving superintendents and instructors, it is one of the most successful devices for the advancement of deaf-mute instruction in a practical way that has been made. I wish to emphasize that portion of Prof. Brock's admirable paper.

Another reason why I should say something is, that the name of one very dear to me—my father—has been mentioned in connection with those honored names which have been brought forward in the paper which has been read by Dr. Williams. It is one of the glories of my life that I am descended from one of the early instructors of the deaf.

The third motive for speaking is, that the name of Mr. Stansbury, the first teacher in the institution in New York, has been mentioned, and that I am the honored recipient, in behalf of the

library of the institution, of a volume of his manuscript sermons from Mr. Wines. I consider it a gift which will be received by our board of directors with great gratitude. His name is one that is honored in the annals of the institution, and no sketch of its work has been written, no reference has been made to its early history, in which the name of Abraham O. Stansbury has not held a position of very high distinction. It was on the 20th of May, 1818, that this fine, benevolent looking man took his seat in the room which had been assigned him by the authorities of the city, in a building on the ground where what is now called the county court house, stands. The building in which he sat has since been demolished, and has given place to a great and magnificent marble pile. In this room were assembled five deaf-mutes, all of whom have died, except Mrs. Totten, who, I think, was at one time matron of the institution where we are now assembled. She is still living, an intelligent, accomplished, well educated woman, a striking example at her advanced age, of the excellent instruction given in the early stages of deaf-mute education. The work which Mr. Stansbury did was foundation-work, but the spirit with which he entered it has been manifested ever since in the New York Institution, and I think that there is no institution which has had more feeling of earnest sympathy and warm affection towards other institutions than the New York Institution, and I attribute it, to some extent, to the spirit of the man who was its first teacher.

MR. GUDGER—I did not anticipate saying anything on this occasion, and should not but for the challenge of Dr. Gillett. I cannot understand what he means by his challenge. He asks for somebody to take the opposite side. I only mean that it shall not be understood by the silence of those present who believe in a different method, that we have nothing to say. The paper was general. There were many truths in it, and I do not suppose that any instructor in any institution in the world would take the other side. There are some things, however, that we may differ upon, after a careful consideration of the question. I did not suppose anybody would be called upon to discuss the question of oral instruction until the reading of the paper written by the principal of the Philadelphia Oral School. The paper this morning touched only incidentally upon oral instruction.

DR. PEET—I did not discover anything in the paper on oral instruction. I am very glad to find that it was discovered.

PROF. HAMMOND—I think probably Dr. Gillett referred to one paper and the gentleman who has just spoken was thinking of the second paper. I want to make one or two remarks about the first paper on the matter of supervision. I recollect in the convention held, in 1870, in Indianapolis, there was an able paper presented by Dr. Gillett, in which he says that monitorial duties are best performed by teachers. From what has been said to-day, I should be led to think that perhaps he has changed his opinion in regard to that. I want some information on that subject. It seems to me that it is a very great relief to a teacher not to have charge of pupils out of school-hours. When a teacher has given his best energies to a class during school-hours he has probably done his

duty. For large institutions we can have supervisors. The question in my mind is, whether pupils give that respectful obedience to the commands of a supervisor that they are accustomed to do to those of a teacher; or whether it is best for the order of an institution or best for the government of pupils.

PROF. R. MATHISON—I am one representing the Dominion of Canada, and an institution which, I believe, is the fifth largest on the continent of America. It has been said to-day (of course no one will take exception) that experience is necessary to manage an institution. It has also been said that some superintendents have climbed up some other way into the institutions they represent. I do not know whether I climbed up, but I am a superintendent who never had experience as a teacher. "Some men are born great, some achieve greatness, and others have greatness thrust upon them." Probably I am one of the latter; I had greatness thrust upon me. I was requested by the government of Ontario to assume the position. I did not know anything about the work; it was entirely new; I accepted the position with fear and trembling. I however had had experience in other charities—asylums and prisons—and I went there with the determination that I would do the very best, with the help of a Higher Power, to advance the education of the deaf and dumb. I may say that my position was somewhat antagonized by others who thought they had a better right to it than I had. Probably they had. I was willing they should have it. I did not seek it; but being appointed, I was determined to do everything I could. Our government found that imported heads of institutions were not always successful. My predecessor from the United States did not turn out well, and the government thought they would raise up a young Canadian to take his place. I have found since I came here to Jacksonville a most cordial welcome. Every one has been extending the right hand of fellowship, and I feel as if I were among friends. One very nice lady asked me if I were really a Canadian, as she thought I looked so much like an American. I said: "How does a Canadian appear?" "Well," she replied, "you know Canadians look so good and solid." It was pretty hard on me, but equally so on her own countrymen.

As to experience, I do not say a word against it. You must have experienced teachers; but sometimes there are exceptions to all rules. I claim that, perhaps, I am an exception. When I was talking to some ladies and gentlemen who are members of this convention, they asked: "How long have you been superintendent?" I replied: "Three years, or nearly three." They asked: "How long have you taught?" I replied that I had "never taught at all." Well, that was enough; they stopped at once. I found that some have taught ten years and others six, and the idea is that the man who had taught six years does not know as much as the one who has taught ten, because he has not as much experience; but I have found that experience sometimes does not mean judgment, and at times does not mean anything. We have found some teachers who claim to have a great deal of experience, but do very little work. I knew nothing about the deaf and dumb, but I was determined by the help of the Most High to achieve in as short a time as possible an acquaintance with their modes of communication. I

have succeeded very well; but I don't pretend to say that I understand one-tenth part of what I ought to know, to be a good superintendent. In the selection of new teachers, we found that those persons who had been trained in the public schools as teachers, made good teachers in our institution. We have one or two teachers who were trained on the American side. They are first-class teachers, and their positions are permanent. The position of a teacher who gives satisfaction is permanent, and his pay is good, though I do not think the salaries are as high as in Illinois. I have not gone all through the institutions to get teachers, as Dr. Gillett has. I have not got the salaries for them. When we lose a teacher, I generally look out for a trained teacher in the public schools. Two have been successful, who have had from four to ten years' experience in speaking schools. We give them the second-year class, and if they have any grit it will show itself there. We find that after new teachers have been in it three months, they do not think they know as much as when they commenced; their interest, however, does not flag; but that is the kind of teachers we want, those who have enthusiasm and interest. When all the places of these wise men who are here to-day, are vacant, the young men must take their places. I expect to be one of the great wise men of this convention in the coming future. Dr. Gillett is not going to be here forever, neither is Dr. Gallaudet, and the young men must take their places, and perhaps the convention will not look down upon us, because we now have only one or two years' experience. We must go on and learn all we can in the mean-time. I contend that we should bring the deaf and dumb as near to speaking children as possible. They are not to be a favored class at all. They should be held responsible, and not be children all their lives. Generally they go into the world as if they were dependent; they look to an institution forever to pilot them through life. The education we have been endeavoring to give them has been in a new direction. I do not wish to be egotistical or to reflect upon the former management of our institution, for before I took it, it had been in charge of one highly respected by you. At the same time, according to public reports, it did not show very favorable results. We would look for such results. I was told that the results were not satisfactory and I was expected to improve upon them, if I expected to remain there. I intend to remain there and put the institution on a good basis. We immediately prepared a course of study, and this has been sent to all the institutions. As it was new to us, you will perhaps want to know how it works. We have an independent examiner, and he goes through every class in the institution and I accompany him. He writes the questions; the examination is altogether written. Probably some of you will say this outside examiner does not know much about it; but our system of instruction is not for deaf-mutes to meet deaf-mutes; it is for deaf-mutes to meet speaking people. He gives such questions as he thinks the children ought to answer. We think our system so far has been a great success. Although I am an inexperienced superintendent, our reports have been generally very gratifying, and this year more so than before. I hope my being a new superintendent, only three years in the work, will not

make any difference in the cordial relations I have experienced. [DR. GILLET—Not at all.] I can only say, I shall be glad to welcome any of you when you find it convenient to come to Canada. When the reference was made to "climbing up some other way," I did feel a little hurt; but I considered I had not climbed up. I had been hauled up. I said to the government, when I was appointed to my present position: When you find a man who can manage the institution better than I can, appoint him. I say the same to-day. I will not stand in the way of two hundred and fifty deaf and dumb children, for twice the salary, and I should consider it beneath my manhood if I were to accept the place as a political favor. I consider that these places should not be bandied about at the behests of politicians. Our positions are permanent in Canada, whether the Reformers or the Conservatives are in power, if we attend to business; and the same thing should obtain on this side.

MISS GARRETT said that her paper on the oral method of teaching would be read in the afternoon, and she invited the distinguished visitors to be present.

PROF. FAY remarked that Mr. Wines had a little story, which would be of interest, if he would tell it.

MR. WINES—Our friend from Canada has put you in a good humor, so that perhaps you will appreciate a story better. It is told by Baynard R. Hall, in his book entitled *A New Purchase*, and relates to the early experience of the Western Reserve, in Ohio, where they were about to start a college, of which Mr. Hall was one of the trustees. It was understood that there would be "professors" in the new college. The idea took root that a professorship was an office, and if an office, then every man wanted it for himself. So a certain man came to Mr. Hall and said that he would like to be a "professor." Mr. Hall asked him, "Of what would you like to be professor?" "Well," said he, "most anything, it does not make much difference what." "How would you like to be professor of Latin?" He thought that would suit him very well. "Do you know anything about Latin?" "No, I don't know anything about it; but I guess I could keep ahead of the boys." Mr. Hall did not even smile, but gave him a *Historia Sacra*, without any grammar or dictionary, or a hint as to what use the poor man was expected to make of it, and told him when he was done with it to return it. In about a week he came back and said he was through with that book. "Very well, let us hear you read it." He read as follows: "Ab ortu deuce, creavit coal 'em et tear em," etc., to which Mr. Hall said, "Very well read indeed; and now translate it." "Translate it! what in thunder is that?" "Translate it—give the meaning of it in English." "Meaning," said the man, "I didn't know it had any meaning. I thought it was a DEAD language." I am reminded of him, when I hear that any one is bold enough to undertake the superintendency of an institution for deaf-mutes without understanding the sign language. Whoever thinks that the sign language is a dead language, knows nothing about it; and a teacher who is ignorant of it can hardly be expected to "keep ahead of the boys."

On motion, the convention adjourned.

AFTERNOON.

The convention was called to order by the president at 3 p. m.

DR. GILLETT announced that Dr. H. F. Carriel, superintendent of the Insane Asylum, invited the members of the convention to visit that institution either as individuals or as a body, setting their own time. Dr. Gillett said that the members who should visit it would find a model institution in all respects, and would be amply repaid.

PROF. HAMMOND, from the business committee, recommended, in deference to the wishes of our distinguished guests, that the papers entitled "Should deaf-mutes be taught to use the voice?" by Miss Emma Garrett, and "The mental life of deaf-mutes as related to their education and care," by Dr. Fay, take the precedence of the order of papers as previously announced. Carried.

MISS EMMA GARRETT then read her paper, which was interpreted by Rev. Thomas Gallaudet:

A PLEA THAT THE DEAF-MUTES OF AMERICA MAY BE TAUGHT TO USE THEIR VOICES.

It seems to me impossible to add to the weight of evidence that we already have in favor of speech for the deaf.

Nevertheless, as the majority of those that teach them in America think that speech is not for the mass of the deaf, I cannot meet with these instructors without uniting my voice with those who claim that these deaf-born but not dumb-born children can be taught to use their voices. If the Milan convention failed to convince our American instructors, will not the fact of France acknowledging the superiority of the oral method at a recent national convention at Bordeaux convince them? Is it in the nature of things that France, the birth-place of the sign system, should accept the oral method, unless led to do so by an overpowering evidence in its favor?

The conservative London Asylum is now placing all new pupils under the oral method.

All honor be to Germany for persisting for a hundred years that the deaf could speak, and to those who have been the pioneers of oral schools in America for the past dozen years. Although better methods have been latterly discovered, nothing can ever detract from the praises of those who have borne the brunt and heat of the day in this good cause.

I greatly long for the time when conventions of American instructors can close with such words as those of President Tarra at Milan. After regretting to part from his friends so soon, he said he was, however, rejoiced to think that in departing they would take with them everywhere to the deaf children of their various countries the good tidings, "You shall speak." President Tarra had had thirty years of experience in teaching the deaf—the first twenty by the old sign system, and the last ten by the pure oral method, and his testimony is enthusiastically in favor of the latter method as the one better adapted to instruct them and relieve their affliction.

My experience in methods has been somewhat in the same proportion, although much shorter, but my conclusions as to their rela-

tive merits are the same. President Tarra also states that all subjects who are fit for sign institutions are suitable for oral schools.

In the pure oral school of which I am in charge, my greatest successes have been with just such cases as it has been so long claimed could not be reached through artificial speech—congenital and virtually congenital mutes. I have twenty-four pupils in my school, which was opened in October last, so that they have been under instruction only nine months. Of these twenty-four, twenty-two are congenital, or virtually congenital mutes; the remaining two had speech, one quite good and the other spoke in a whisper. We observe only the same difference in ability that is seen in hearing children; some learn more rapidly than others, but we see no reason to be discouraged about any of them. They are divided into three classes. The first class speak intelligibly and use intelligently several hundred words, write and spell correctly the majority of these; read, write and understand many sentences from our lips; count up to one hundred; are able to name any figure up to one hundred to which you may point, and they calculate such questions as, How many are 20 and 3 and 7? In this mental arithmetic exercise they read the sentence from the teacher's lips, then calculate it, then speak the answer, then write the question and answer in correct spelling, tolerable script and correct punctuation. Visitors to the school house frequently said to us that their hearing children have not made so much mental progress during their first year at school, not to speak of the speech and lip-reading acquired. The class just described consists solely of children who are either congenital mutes or who lost their hearing before they were eighteen months old.

The second class are moving rapidly up to the first, some of them being nearly up to them. The two who have advanced most rapidly in this class are congenital mutes.

The third class is composed of pupils who either entered late in the year, or who were sick for several months, or who are not as quick as those in the more advanced classes, and one little girl who was rather too young for school-work. They speak from ten to thirty words; count to ten—some to twenty; write the numbers from one to ten from the teacher's lips; and some of them do very simple calculations in mental arithmetic. They also articulate and read from the teacher's lips the syllables which are the preparation for speech and lip-reading. From the beginning we talk to them just as though they could hear, and they consequently understand more than they can articulate, just as a hearing baby who is learning to talk understands for a long time more than it can say.

My theory has been that the children should be treated just as hearing children, except that we must reach their mind through the eye instead of the ear, and my practice has been in accordance with it. We find that as soon as the children realize that they are being taught to talk and communicate with their fellows as others do, and that they are being made like others, it rouses their ambition and enthusiasm, which is a great help to us in teaching them. We hope during the coming year to give speech to a larger number of these afflicted ones than we were able to accommodate last

year, as the directors of the school of which I am in charge have decided to purchase a house for it, and to admit double the number of children that we could accommodate last year. Celebrated physicians have declared that the health of the deaf is improved, when they come under the oral method. It is very easy to believe this: their lungs, which have hitherto been used for vital purposes only, now have their other natural exercise in the respiratory action necessary to the production of speech, which of course strengthens them.

In claiming that speech would be valuable to the deaf, we necessarily hold that we can develop them mentally through speech and lip-reading. Any one who looks carefully into the best oral schools must grant this. I say the best oral schools, for the fact that it is not done in a few, proves nothing against the method. The higher education can also be carried on by the oral method, as in the case of Maurice Kœchlin of Lyons, who passed a successful examination for the degree of Bachelor of Letters at Lyons, France, or of Mr. Tarrar of England, who passed the Cambridge local examinations with honors in classics and mathematics, and afterwards matriculated in the London University. I claim that when oral schools are carried to the perfection to which it is possible to carry them, such of the graduates who desire to pursue a higher education may be instructed with hearing people. It seems to me, however, that it would be better for the mass of the deaf to devote themselves to something that would be of more practical advantage to them. If speech is better for hearing people than barbaric signs, it is better for the deaf; being "the fittest" it has "survived." The power of speech and lip-reading brings the deaf into general communication with mankind, and this improves them mentally; the natural and free exercise of their lungs improves them physically; and the feeling that they are being made like their kind, instead of being peculiar and separate from them, rouses in them an ambition which improves them morally.

Here let me quote from Dr. Buxton's remarks at the Milan convention, as they express so well my own opinions. He says: "I advocate the system of teaching and training the deaf which separates, not congregates them; which promotes small schools, not large ones; the employment of hearing teachers, not deaf ones; of teachers trained and highly competent, not unqualified and inefficient; which gives to the pupil the speech of his country, not the signs of his class; and which finally sends him out in the world, confident and well-instructed, to find his duties and companions there; not a system which leads so many of them, timid and ill-instructed, to turn back and associate with others like themselves." He says again: "Schools should be small, assimilated in all respects to the manner, tone and spirit of schools for hearing children. The pupil's mind is like a ball, which, whenever it rolls or whenever it falls, comes in contact with something. Let that something be hearing influence, habitual association with those who speak—who are always speaking."

Dr. Buxton says he may be charged with inconsistency in becoming an advocate of the oral system, but that he had always believed speech for the deaf was the best thing conceivable, and that he was only waiting for the proof to show that it was possible. "That

proof," continues he, "I have received; I have seen the possible accomplished; the ideal of my conceptions and my hopes is realized in successful oral teaching and in that alone." With regard to the charge of inconsistency he says: "The question is not whether the speaker is inconsistent, but whether his testimony is true. The man who can most securely plume himself on his consistency (if nothing more) is he who learns nothing, but remains immovable and fixed from first to last. Those, on the contrary, who are ever learning, and constantly applying their additional acquirements to practical ends, are often open to the cheap and ready charge of inconsistency; but they have their compensation, for it is to such as they that the human race has often owed its greatest obligations."

I think that the nearer we conform to the absolutely pure oral methods in our schools for the deaf, the more satisfactory will be the results. I think day-schools are best for the deaf; but if boarding-schools are a necessity anywhere, I think they should be on the cottage plan.

I spoke of the difficulties of articulation teaching in my article in the April number of *Annals*, and I hope I did not discourage anyone from entering upon the work of giving speech to the deaf. It is difficult, but a thoroughly trained teacher, and one who is adapted to the work, sees her pupils gradually acquiring the ability to speak and read the lips, and when their language-lessons begin she finds it a most fascinating work. A teacher who understands such teaching does not find it an unusual strain upon the health. One of my assistants had a delicate throat, which had frequently given her trouble during the nine years that she taught before coming to me last fall, and she tells me that her throat has never been better than since entering upon articulation work.

I have never understood why our institutions throughout the country are called "combined." Does not the name suggest that the pupils have the benefit of a sort of eclectic system, which is supposed to select the good of both sign and oral methods? This may be the case in some of these combined institutions, but so far as my observation has gone, the mass of the pupils in such schools are reached by signs, and signs alone. We would hardly speak of our English-speaking schools that introduce a thirty-minutes' French recitation daily for a small proportion of their pupils, who make no use of the language in their intercourse with each other, or in reciting their lessons, as anything but English schools. I cannot see how a sign institution, with one, two, three or four hundred pupils, with twenty, thirty, forty or fifty of these pupils getting a thirty-minutes' daily drill in articulation, and making no use of the speech in recitations or their intercourse with each other, should be called institutions for the instruction of the deaf and dumb by a combined method. It is sometimes urged by those who are opposed to speech for the deaf, that some of them do not speak pleasantly, but I do not consider that any argument against it. The speech of foreigners is oftentimes unpleasant to us, yet we do not say to them, be silent, on that account. One of the finest amateur musicians I have ever known, is interested in speech for the deaf. When she visits my school, her face looks as happy as if she were listening to music, instead of the sometimes discordant but successful efforts of

the little ones to make themselves understood. Those who oppose the oral method, also say that the speech of the deaf is not easily understood. It seems to me that the written language of sign-taught pupils is much more difficult to understand.

Moreover, we have every reason to hope and believe that, as a teacher in one of our oldest and best known oral schools, said, last winter: When they began, they were new to the work, and felt as though they were groping in the dark, but the methods have improved so much latterly, that they expect to show much better results in the next few years than they have in the past.

I have already seen enough to convince me that whenever the principles and practice of pure oral teaching for the deaf are judiciously and strictly followed, they are sure to produce the desired results, namely, intelligible speech, correct lip-reading, and an education acquired through speech.

If from time to time there occur occasional cases who leave oral schools without having been able to accomplish the entire course of study, it will be just what happens in sign institutions and in hearing schools, and is no special argument against oral schools. I do not claim that we can give speech to idiots, or have much success with children whose vision is very defective, but I do claim that we can give speech to the children of ordinary intellect and perfect vocal organs, who constitute the mass of the deaf.

THE PRESIDENT—The next paper by Dr. Fay will be read, after which there will be opportunity for discussion.

DR. FAY'S paper was read as follows, Prof. Ely, of Maryland, interpreting:

THE MENTAL LIFE OF DEAF MUTES AS RELATED TO THEIR EDUCATION AND CARE.

Our pupils are plants. From first seed-leaves to perfected fruit, through a series of years, we shelter and train them. We gather them into conservatories. We place over them costly specialists. We measure out to them air, water, light and heat, with hygienic liberality. By frame and pruning-knife, by every precaution against worm and insect, we seek for highest excellence of form, foliage, bloom and fruit. With equal care we provide for the structure and growth of the unseen part below the surface. We recognize the fact that cramped and stunted roots make dwarfed standards; that roots, forced to look about for nourishment in a harsh and sterile soil, can support only a pale and slender leafage; that an abundance of congenial fertilizing material must lie mellowly about its base, if a plant is to mature properly; that no excellence of original stock can make amends for the neglect of these invisible conditions. What root-life is to upper-plant-life, the thought-life of our pupils is to the personal and school career. Its nature and its amount and our relations to it, indicate and determine the degree of our success. Are we teachers merely, or are we principals and superintendents also, charged with wider responsibility and care? Other and important conditions do indeed exist, but with an inferior cultivation of, or neglect of, the thoughts of the deaf-mute youth entrusted to us, we can hope for only halting and unsatisfactory results. All our institutions, from the day-school to the college,

find here their right to exist, or, if their right to existence is questioned, their loudest, because silent, appeal to the charity of men. The peculiar nature of this thought-life, our attempts to understand, to perfect or to supplant it, our efforts, with its help or without it, or even in spite of it, by methods unused in hearing schools, to teach our pupils the meaning and the use of the English language, these are the grounds of our assembly as a district educational convention, with a membership as wide and a mileage as costly as those of the national congress itself.

What is the thought-life of the deaf and dumb, and how is it related to their education and care?

As with all rational beings, the thoughts of the deaf consist originally of remembered experience and the observations of the special senses. These sensations and impressions, obeying the usual laws of association and reflection, are endlessly resolved and combined in the subtle chemistry of the mind. They may sometimes be verified by existing objects, but they incline to become removed so far from the actual present that ordinarily to be thoughtful is to be absent-minded. There is continually crystallizing within us a world of ideas, many of them not arising from present and immediate perception, and constituting together a mental microcosm.

Very early in life, and with increasing earnestness, our social instincts lead us to reproduce these interior impressions intelligibly to others. Our senses all contribute to these communicating expedients a tone, a flavor, a feeling, a shape, a tint. Every sense is addressed, and by every conceivable allusion, distinct or obscure. These expedients, this language, steadily developed by social necessity, is itself adopted by the mind as representative of its original ideas, and the mind is said to think in a language of its own. With hearing people the tongue soon outruns all other communicating instruments, and mentally spoken, mentally pronounced, language becomes mainly the vehicle of thought. With deaf-mutes visible motions soon predominate as instruments of expression, and the mind of the mute adopts them, mentally acted, as representative of its original conceptions, gathered by whatever sense.

The hearing child, at the age of six, already possesses, through the unconscious influences of social life, a certain amount of pronounceable language. It seems spontaneous. His thoughts flow easily along its channels. Education, now seriously begun, will modify and enlarge its form and scope, but the language itself as a part of his life will not essentially change. It will simply grow at a rate but little less rapid than that of the mind itself. The deaf-mute, at ten or older, by the necessities of his misfortune, uses in society a few rude voices, hardly articulate but useful as starting points, and a wilderness of motions, thoughtlessly criticised sometimes as awkward grimace or feebly expressive excitement unworthy of notice. These motions are as spontaneous and irrepressible as the speech of the hearing child. Their graphic and connected character secures to them their name, the language of pantomime. With new acquaintances and added objects of attention, by exclusion, addition and expansion, it will become, if unchecked, as extensive as his experience. Oral speech, finger-spelling and writing, in the case of semi-mutes and of a few congenital mutes, may permanently supersede or ex-

clude it, but with the large majority of pupils, however taught, it will after graduation return and resume its predominating sway.

The semi-mute, who before his deafness had acquired the ready use of spoken and perhaps of written language, which he has not forgotten, is in his mental condition and habits a hearing child, and not in any true sense a deaf-mute at all. His misfortune and his subsequent associations and treatment may cloud his mental sky and reduce him to the condition of the deaf-mute, with whom he is often classed. For this deterioration, so far as it occurs at school, the institution and the teacher are directly responsible. He is susceptible of, and is entitled to, an advanced education, but by means and processes too stimulating for ordinary deaf-mutes. Methods applicable to these are likely to prove insipid, wearisome and time wasting to him.

The mute pupil at his arrival appeals to our pity most tenderly. Current speech has done next to nothing for him, unless he be a semi-mute. Written language has done hardly more. Signs, very noticeably true in the children of educated deaf-mutes, re-inforced by pictures and the daily panorama of life, have done something, but yet have left him far behind his hearing companions. The extreme simplicity of his earlier language exercises will not, however, be indicative of an equal mental feebleness, a natural inference in the case of hearing children. His mental faculties are decidedly awake and vigorous, although of language, as we use it, he is utterly destitute. His entire school-life indeed will present in sharp though fading outline this contrast of abundant mental resources and literary poverty. His ability to reflect and to reason will habitually exceed his ability to memorize words and to place them in correct English order.

How shall the educator, aware of the advantage of teacher and pupil using the same language, approach such a child?

Precisely as though he could hear, some will reply, but more patiently. The hearing child begins by spelling words, or, in stricter phrase, by analyzing into their component letters, units of thought already familiar to him and used as spoken symbols. These units do not in any sense exist in the mind of the mute. And the acquisition of them, at the best, is for him a synthetic laborious process of years. Muscular contractions frequently repeated, though unconnected by the ear, and remembered sensations, symbols themselves, give him at length a word language, compact, rapidly uttered, and placed in due English order. It has cost him more labor than any other language would cost, and it is worth more than any other. If his pronunciation is distinct enough and his lip-reading perfect enough to restore him to general society, he has plucked the highest flower of education. With vigilant care his twin priceless arts need not be lost, though he may and will pursue the channel of spoken language for a lifetime. If his excellence in pronunciation and lip-reading does not extend beyond the point where easy communication is possible between himself and his teachers, or his immediate family at home, his speech is still substantially valuable. His thoughts do more in the line of actually spoken language, though obscure. Poorly, very poorly spoken language, is for this reason better than no speech at all. Besides its

superior English order, it has the rapidity of pantomime itself, and at school, at least, where it is understood, it has its precision. It may be unintelligible afterwards, but pantomime is equally so. The articulating process may be pursued without injury to the pupil, and therefore should be, where but the lower degree of success is attainable, provided that (an essential of all systems) the fraction remaining of the pupil's school-term is sufficiently large to allow of his thorough grounding in the usual common-school branches. These, to be more specific, are: penmanship and drawing, arithmetic, geography, American history, the world's history, some manual of morals and religion, and the range of language and thought embodied in any complete series of school readers, with other exceptional studies for semi-mutes and exceptional deaf-mutes, in classes beyond the regular course. No reference is intended to manuscript manuals of these studies, but to the usual printed manuals of the public schools.

If a mute cannot acquire oral speech sufficiently or in sufficient time to enable him to also acquire these branches, his trainers should remember that other methods exist, which do not hazard and much less exclude the acquisition of a reading knowledge of written language, some skill in its use and a very satisfactory acquaintance with the branches above enumerated. Pupils who fail to become proficient oralists have three alternatives: writing, finger-spelling and signs—methods sometimes co-operative and sometimes, alas, repellant and hostile.

The sign language needs not to be taught to any mute, to exist, however much it may be improved. It germinates in his social instincts and by living lives, as naturally, as easily, as does speech in the intercourse of hearing children. It is as real as genuine, and any other language is to him labored and foreign.

But pantomime, natural and spontaneous, expressive and eloquent as it easily becomes, satisfactory and delightful as it always is to mutes themselves, unless they have been instructed to judge otherwise, has yet a fundamental disqualification as a means of education not found at all in the fact that it is not speech. Uttered speech, as we have seen, may be unintelligible away from the teacher, and so may be practically no speech at all, the merest jargon to a cultivated ear; and yet, if it actually exist as a language in the mind, it is preferable to pantomime. The chief disability of the latter is that it will not in practice fall into the English order. Signs in the English order are occasionally found in the school-room, though nowhere else, and have their counterpart in the zoological specimens of any museum, and are equally animated and useful. Such signs secure correct sentences. True; and with crutches cripples walk, and are cripples still. Pantomime in its own free order may be an excellent, and perhaps for the mute an unequalled instrument of thought, as rapid even as speech. But, as should be fully admitted, its characteristic order (some call it disorder) affords no reliable assistance, but rather hinders and misleads in the right ordering of the English sentence. Its remarkable power in thought need not be questioned, and yet, inasmuch as it does not directly coöperate in English composition, some teachers are inclined to shun, or even prohibit its use, hoping thereby to force into life oral

speech or, when that is not attempted, written or finger-spelled words. In pantomime they see only a brake, incessantly operating to check the literary, and, though by no means logically connected, the general progress of their pupils.

The physical difficulties standing at the door of articulation and lip-reading admitted by all and not least by those who are most successful in overcoming them, disappear entirely if finger-spelling and writing only are attempted. These ask only for patience and time. Written and finger-spelled words are in the desired order; they can be made to constitute mainly the stores of the pupil and his English composition will be sustained and corrected thereby. Writing requires three times the time of finger-spelling, but a sentence written remains before the eye in its entirety and a proposition far more complicated can be safely presented by it. In finger-spelling, each component letter stands but singly and but for a moment, and an added effort of memory and imagination becomes necessary. Air-writing is still more evanescent. We are familiar with our own easier apprehension of a sentence read by us rather than to us, though pronounced and not spelled. It is held to be, and doubtless is, possible to acquire the power of mentally seeing written or printed words as units, and so to possess a language comparable, in two essential particulars—brevity and order—to spoken language itself. This word-grouping power seems, however, not to exist practically among mutes until after they have become habitual and interested readers. A mental condition, alas, how imperfectly realized! The unreading, the slowly reading habits of many educated deaf-mutes, though not unaccountable, are every way discouraging. The seeing of words, as such, should certainly be encouraged, as a help to speed, at every stage of the pupil's progress.

Finger-spelling excels written language in rapidity and convenience. It requires but one-third of its time and no materials. It is both seen and felt. Its naturalized existence is illustrated by the frequent and steady watching of the fingers by mutes when studying lessons aloud, or more accurately, in sight. And also when in recitation, with closed eyes and extended hand, they mentally search for the particular finger-letter contained in the desired word or sentence.

But finger-spelling is not an unmingled good, nor is writing. Semi-mutes whose units of thought are spoken words, and who need only to fill in by letters mentally existing sentence forms, may often, and doubtless do, find that a less, an easier task than to translate their thought into pantomime recently acquired. But the child whose mind is not pre-occupied by spelled or spoken language lays aside his vernacular signs with great reluctance. Spelling is to him inexpressibly tedious and mentally retarding.

Take, for example, the following sentence, given by speech, by signs, and by finger-spelling: A young child picked three ripe plums.

The articulating and semi-mute thinker pronounces mentally the seven words. He may analyze them into their component letters, but this will be to him an after-thought. The sign-thinker repeats mentally seven distinct signs, not in the order of the sentence, but in as short a time. He also may, in after-thought, consciously con-

sider the corresponding words and their letters. The finger-spelling thinker must, and does, at first thought receive consciously into his mind thirty-one distinct finger acts, to be subsequently gathered into seven individual groups. These groups do not first enter his mind as words, to be afterwards resolved incidentally into letters. This succession of many acts, multiplied by hours and days, is his mental as well as his school life. Such winding ladders seem to him extremely long. A full set of such word-thoughts he finds as burdensome as David did the armor of King Saul. His mind puts on an invincible tardiness of movement. If this tardiness is considerable, and is attended with a serious, resulting deficiency of breadth and force, it is a question whether power has been wisely exchanged for accuracy merely.

The great correctness and facility of semi-mutes in the use of spelled or written language, are sometimes attributed to their constant employment of it. They are mainly due to their knowledge, unnoticed perhaps, possibly concealed, but actual, knowledge of spoken language, vernacularly existing before their deafness. If unwilling to speak, or if without opportunity, their recourse will naturally be to spelling and writing. The mute whose thoughts travel in signs, is amazed at the facile accuracy, the easy memory of his semi-mute companion, in whom, perhaps, he sees no superiority in other respects—often, indeed, the reverse. Imitation of his friend's writing and spelling, earnestly persisted in, will not, cannot result in his equal success. It is pronounced speech, mentally perhaps, that gives the semi-mute his apparent superiority. Incessant finger-spelling is not speech, and speech, perhaps, the mute cannot acquire. His ability to think in pantomime is the real source of his equality or superiority, if it exist, in mental force. Methods applicable to semi-mutes, are not necessarily, for that reason, best adapted for deaf-mutes. Audiphones for the deaf require hearing, spectacles for the blind require sight. Semi-mute methods may be equally limited, equally dependent upon earlier language.

To the great consumption of time in finger-spelling is added the singular omission, ordinarily, of the usual or of any syllabic division of words. To hearing persons every word has as many parts as it has syllables. To a mute without speech a word has as many parts as it has letters. Words of three syllables average eight or ten letters each. The act of word-memory is directly proportioned to the number of acts performed in mentally grasping it. The mute, in memorizing a paragraph containing three hundred letters, does three times the work of the semi-mute by his side, who has but the one hundred syllables of the same paragraph to learn. A word of four letters is as long to a mute as a four-syllabled word to a hearing child. Words of six letters are really sesquipedalian, and longer words are enormous.

To meet this difficulty, syllabic signs have been invented, notably a system by J. R. Burnet at the New York Institution, a quarter of a century ago. But as yet all specimens have practically failed of adoption. The division of words into groups of letters or syllables, to go no further, while not lessening their actual length, will certainly facilitate the memorizing of them.

We are familiar with the greatly increased burden of holding in mind a word or sentence which from the collocation of its letters seems unpronounceable. Such are many, most words to deaf-mutes; and the memory they display in mastering the words of current text-books is prodigious, and is not always sufficiently appreciated and acknowledged. Short words, syllabled words, primer words, a style conspicuously simple and concise, biblical terseness, always excellent, are far more important to mute than to hearing scholars. The shortest words, the shortest sentences, are long to the finger-spelling pupil. The language of current literature is to him simply oppressive.

The weight of these objections is not lessened by the known greater celerity of any and all mental operations as compared with any and all external language. The mental handling of forms, outwardly slowly expressed, may be, indeed, and doubtless is, extremely rapid. But it is appreciable. Outward forms capable of more rapid expression can also be mentally more rapidly repeated. The difficulty and the advantage remain the same. The intangibility of all mental forces does not justify the ignoring of them.

While finger-spelling and writing, unremittingly pursued, entail, as we have seen, certain injurious conditions, chiefly mental, they have also decided merits as a means of education. They are of easy and universal application. They allow of degrees of progress in every case proportionate to the pupil's capacity. As systems, they have among their pupils no utter failures. Not aiming nor claiming to restore mutes to society as fully as the oralist does, they will yet enable them in large numbers to walk humbly in its rear ranks, welcome and beloved.

But is there no better way? In the opinion of the writer, listening to and weighing the replies of fifty years of experiment, it is not wise to reject entirely, nor to belittle and neglect any of the methods now considered, however much, taken singly, they may be and are liable to criticism and limitations. Articulation, with its occasionally unequaled achievements, its more moderate, though unheralded products, and its occasionally unequaled failures, should be offered to every pupil and continued where practically promising. Its recent and accumulating successes justify our higher hopes. Finger-spelling and writing, slow-paced but sure, have their very important and very convenient uses at every turn. These methods fail of their best results only when misapplied, or when exclusively held, seeing no good or no equal good beyond their own logical circle.

By such a process they erect, themselves, systems severely artificial as related to mutes, upon the ruins of another respectable system, friendly in its philosophy, erected hardly by any one, but suggested rather by the struggles, the aspirations, the partial successes of deaf-mutes themselves, and improved by the professional thought of generations of men and women who have entered into and participated in the characteristic mental habits and vernacular language of deaf-mutes, thereby the more effectually to raise mutes themselves to a higher and a better life. It has, and does indeed, cost hearing teachers years of earnest study and a degree of social seclusion. But the added power possessed at last, and the greater usefulness obtained, have been and are a full reward. It is not necessary, nor is it desirable, in any system, to omit, to prohibit, to

extirpate the language of pantomime, springing up and rejoicing, as it does, in the social instincts and overtures, the mental life, of every deaf person. Hearing gone, shall we refuse, shall we hesitate to extend to the drifting, drowning mutes the poor, perhaps, but effective, though temporary, assistance of another language already his? A language which, latent in every human being, has antedated in the human constitution the existence and perfection of speech itself, and to which, revived, the mute, finding it difficult to go beyond, thankfully for awhile returns? A language, using which, the restless infant enters upon, and the tottering veteran closes, life's career? A language which, upon the stage of the polished, and as woven into the dialect of the civilized races, and also in the more stirring commercial life and metropolitan necessities of the moving mingling masses and peoples of every tongue, has still a prominent meaning and use? A language which, in the more glowing periods and loftiest flights of oratory, always adds to scanty speech? A language which, under the tutelage of the remaining senses, reaches, as used by educated deaf-mutes and their teachers, a clearness, an eloquence, a power, as impressive to them as any spoken language ever is to any hearing audience? A language which exercises over them, through the whole range of human thought, a supreme influence, which no words spoken, written or finger-spelled can hope to equal? It needs not in an institution to be taught. For all purposes of explanation and instruction it is as rapid as speech. By giving it the friendly hand of recognition, the unnatural, the incessant, the petty, the continually baffled discipline of repression disappears. In such social condescension, by becoming as little children, even as deaf-mutes, the kingdom of their heart is entered and won, and teachers and pupils together sit in that circle of mutual knowledge and love, constituting in human relations the kingdom of heaven. What is taught in any grade is rapidly taught and seldom forgotten. A shortening of schedule time in certain school exercises is possible without injury. A far larger part of the school-day and of the school-term, extending to years, is left for literary practice, oral, spelled or written. The daily product will be, indeed, every sentence of it, an act of translation. But the pupil approaches his task with a surprising and accumulating vigor—and is likely to attain a degree of success, a translating facility and correctness, not far behind the best work in schools teaching a foreign language.

In the race of scholarship with hearing competitors, especially those who are native born, the mute, (not including the semi-mute), by reason of his necessity of translation, is clearly entitled to some handicap, an allowance unsolicited by him when competing with those to whom speech is unnatural and difficult. Nor will any fair-minded critic, even among the deaf, sensitively alive to the entailments of their misfortune and ambitious to escape them, demand of teachers the impossible feat of raising deaf-mutes, as a class, to the same identical plane of power and learning, unless it be in the line of their own deficiency and its removal, accessible to hearing persons of equal opportunities and talents. Approximation only is possible. Deaf-mutes are, in the race of life, from the outset heavily weighted. Our ordinary failure, as educators, to quite reach in our pupils, the absolute hearing standard, and our oc-

falling far below it, do not by any means call, on our own part or on theirs, for self-flagellating penitence or bewildering despair. The remarkable productions, the remarkable delivery of semi-mutes upon the exhibition stage, or in print, illustrate mainly the staying properties of hearing life. They do not correctly represent the average facts, the real achievements, the strait and narrow, perhaps winding-way of deaf-mute education itself, the real contents of the school-room's busy hours, the exemplary industry and progress of genuine deaf-mutes.

No child is so lowly that it cannot and will not learn something by pantomime at least. No pupil is so gifted as to out-grow it. No system of instruction is so exalted as not to find in it a powerful ally.

While the hours of school are filled, as they must be, with set exercises, in themselves a task, but all tending to a better knowledge and use of the English sentence, the fractions of time before school and after, the hours of recreation and manual labor, the more stately occasions of public address and of graceful social intercourse, will witness the unconstrained, the rapid, the joyous unfolding of mind and heart, in accordance with laws of life mercifully enacted by him who first deprived the child of the sense most important to its social life, and who has, by our choice, imposed upon us the duty, or rather, has by his providence conferred upon us the privilege, of restoring it to society again as fully as we may.

That teacher will be most a teacher who, "with malice toward none, with charity for all" existing theories of philosophy and systems of practice, shall most readily and fully recognize the interior life, as well as the existing language, whatever they may be, of his pupils. He will labor steadily and definitely to conduct them up to and into the correct use of spoken, or at least of written speech. But while so doing, he will not neglect their mental growth, nor will he decline to welcome to his professional resources every means of intelligence, of influence and of power. That superintendent will prove most really a father to the mutes of his charge who shall, in his personal intercourse and official relations, walk with them, or just before, and never apart. That institution will most fully deserve its name, and justify the heavy cost of its support, that in the classifying analysis of its work, in the duties assigned to persons, in the assignment of its successive hours, and in the character and qualifications of its teachers and of its officers of every grade, shall estimate most accurately all the characteristics of its pupils, natural and acquired, their greatly differing capacities, and all the possibilities of their education, unseen as yet, but devoutly desired and intelligently, resolutely sought for. Such a system, rationally eclectic, practically comprehensive, will best agree with the growing liberality of existing philosophies, and the common sense, compositely derived, of American life, and will also best obey that higher injunction, "prove all things, hold fast that which is good."

THE PRESIDENT—Opportunity is now given for discussion by any members of the convention, honorary as well as actual members. The right to vote on any question is reserved to actual members.

No one offering to enter the discussion,

PROF. SWILER presented a paper on the "Physical Training of Deaf-Mutes," Prof. Hammond reading and Prof. Swiler giving the signs.

PHYSICAL TRAINING FOR THE DEAF AND DUMB.

We judge of the spirit and mind in man or woman by the power displayed in controlling, moving and directing the physical organization which contains that mind. We say there is force and character in such an one, because his appearance and actions indicate it; rarely are we mistaken in such judgment. First impressions linger longest; so that the man or woman enjoying health and the ability to use every organ of motion, displays a power and grace in action, which, by its strength, symmetry and beauty, pleases the senses and satisfies the mind with an agreeable and lasting first impression. A quiet moment spent in reviewing causes which operate against the highest physical development of mutes, has led me to believe that this is a proper subject for the attention of the convention.

The school-days of children make up a period during which mind and body should be strengthened simultaneously. The impress of character is seen in the form and features, as the body grows into conformity with the mind which inhabits it, either beautiful and complete, or awkward and mis-shapen. Deaf-mutes, as a class, are below the average man, being noted for peculiarities of form, gait and motion which stamp them with the brand of inferiority. This need not be. Though some have lost hearing through diseases which weaken the constitution and impair the vital force, and others are impeded by congenital debility, still, in most cases, the organs necessary to a fine form and free, graceful movements, are intact.

Greek statuary has preserved the marvelous beauty of the human form under the training of the Olympian games. Norman, Saxon, Scandinavian, Teuton and American, all attest the worth of early and systematic training in more modern times, and if the deaf-mute ever becomes the peer of his more highly favored speaking associate, he must have a training that will correct the physical as well as mental deformities which interfere with graceful manners and polite address.

Is the unsteady walk an essential part of himself? Are the listless air and distraught look his forever? Are the habits which bend the form and slacken the nervous tension, too strong to break? No. I believe that he may be taught to step instead of shuffle; to be quick and attentive instead of slow or careless, erect in form, graceful in carriage, prompt and precise in action. Already drilled in signs, instead of being grotesque and uncouth in appearance, the mute should be, and if taught, would be, in possession of superior grace and dignity. There is no other class in society that needs pains-taking instruction in every department more than the mute; nor are there anywhere more promising fields of labor than among the deaf and dumb.

In regard to the physical training of deaf-mutes, let us first inquire why they need more of it; and second, how it shall be given.

In the first place, health demands more exercise. As a matter of fact, vertigo, constipation, indigestion, headache, pains in breast, shoulder, torpid liver, and feeble action of lungs, are of frequent occurrence among a class of children who, with plain, wholesome and regular habits, should be free from such affections.

In the second place, however much parents desire mental or moral vigor in their children, they still more wish to see them strong and well. No other thought so fills their minds, no other subject so engrosses their attention. Parents may be grieved to know that John has been fighting or Mary stealing—to see that they are low in their grades—but the health-column in the weekly report is first examined, and a large figure there gratifies the fond mother, who meets her boy in the spring with greatest joy when he comes home fat and hearty. In the case of pupils themselves good health is an inspiration. Mental fortitude seems to be lacking in many, so that a slight pain breaks them down at once, and a headache or sore foot is equally destructive.

Third, play does not afford sufficient exercise for all. Though it is best in kind and most natural and healthful in effect, still it fails to furnish the muscular training needed by the dull or stupid. First, on account of inclement weather, in the more northern states, which often prevents out-door play. Second, because some who most need exercise will not take it voluntarily, but sit or lie or lounge around, not choosing play as long as they can loaf; and third, without official attention, to arrange, invent or carry on games, they are usually allowed to languish or die, before they benefit those who most need their healthful excitement. Again, some of our boys and girls consider themselves young ladies and gentlemen, whose dignity forbids such levity. These facts apply to a minority of the boys of slow, phlegmatic habit of body, and with greater force to the girls, who become so sensitive to cold under the protection of thick walls and steam-heat, that they mope around, with sluggish circulation, till life becomes a burden. Boys have games that call into action strength, courage and other manly qualities; also athletic sports that discipline both mind and body; but who will name the games of girlhood? Propriety and fitness are not considered. Incessant reading, evening parties, and defective training prevent rational, healthful exercise, until a great deficiency exists in the training of girls. In many cases the body is left to take care of itself, or if means are provided for its development, competent instruction is rarely given.

In reply to inquiries made of institutions for the deaf and dumb, in regard to physical culture, nine out of thirteen had no special provision for it, in most cases exercise being left to take care of itself. In every instance it appears that where the master loves sport and enjoys games, there the boy rollicks in the enjoyment of boy-nature under the direction of a wiser mind than his own, that sees his needs and provides for them, without himself being seen. In several institutions bowling-alleys are provided, and in all the larger schools, play-rooms. In one case a superabundance of muscle was reported, with an excess of *vim* that needed toning down, but this institution has a man of muscle for superintendent, and is an exception to the rule.

In taking children from their homes, we engage, by implication, at least, that they shall have a better training than they could have had at home. Physical training braces up and develops the imbecile, so that mind is called into action and moral obtuseness removed. It gives sprightliness and energy to the blind, and will, I trust, so

improve the manners of deaf-mutes, as to remove the outward evidences of dumbness. Incomplete though it is, the training given in beginning classes makes a marked change in their appearance in a short time, and encourages us to believe that we will be able to straighten the round shoulders, expand the hollow chests, and, by raising the flaccid muscles, impart elasticity, firmness and precision to the step, with that subtle grace which imparts force and character to every action.

It is our work to restore that which, by birth or accident, the mute has lost—his place among men. We cannot make him equal to the best, without special attention to the innumerable little acquirements which, attached to personal movements and appearance, make up what is known as attractiveness.

Special training becomes necessary to arrest a tendency to physical deterioration, which interferes with the full measure of activity. There are those who deem the various desultory athletic sports of boyhood sufficient, as they are for robust children; but the dull and slow get no benefit from them, and require more regular, less violent movements. We are not satisfied to trust the mental training of our children to chance. Why, then, should we be content with any hap-hazard way of gaining physical growth?

Physical training is receiving attention from school authorities in Germany, France, Sweden, Belgium and Italy. Observations in those countries, confirmed by reports of Massachusetts and other boards of health, all tend to prove that neither mental enjoyment nor growth can flourish with an unhealthy body, and that the period of youth when greatest growth occurs in either sex—between the ages of fourteen and seventeen for boys, and twelve and sixteen for girls—is the time during which exercise and work should be most judiciously regulated. The recognition which gymnastics had in Sweden and France, early in the present century, has reacted on American colleges, till departments of physical education and hygiene exist in most of them.

Whatever progress has been made, there are still those who differ as to the manner in which this needed training shall be given, and questions are raised whether there be utility in gymnastics, or whether play, the natural recreation, is not already carried to excess, till weakness and fatigue result. Any one who makes child-life a study, or spends days and weeks in close attendance upon children and youth, as mothers and teachers often do, will soon be convinced that more recreation, in most cases, would produce better habits and larger results. The child must have frequent change and more time for amusement than most of our schools allow. Take the published "order of the day" in one of our deaf and dumb institutions, and see how much time the child can call his own. Rise at six, breakfast at seven, school at eight, dinner at one, work from two till five, supper at six, study at seven and bed at nine; making a long, busy day, which allows pupils but two hours for diversion and play. This is not enough, unless supplemented by varied diversions in the school-rooms and frequent intervals of recess for recreation.

In trying to answer the question, How is this needed physical training to be secured? we say: First, by play—free, and as far as may be, unrestrained by the interference of authority—play that,

as a natural diversion, may renew and invigorate mind and body; play that permits the utmost freedom consistent with life, limb and property. Bring out and encourage the good old games, hop-scotch, leap-frog, prisoner's base, black-man, shinny, base-ball, foot-ball, hare and hounds, etc. Supplement this by regular hours for work, to raise the muscle and discipline the hand and eye to skill and deftness. All this we have, and still we need something more. What shall it be? We may get an answer from the Greeks and Germans, who have furnished the best specimens of muscular development. With the Greeks this was due to their athletic games and sports, and with the Germans to the course given boys in the gymnasium or "turn-halle," found everywhere in the "fatherl-and," where, in loose apparel and under intelligent supervision, their boys acquire a robust physique that, in spite of irregular and excessive indulgence in eating and drinking, secures long life and constant health.

If hearing children, with all the personal attention that home gives, and the varied duties it requires, need methodical training, much more they who congregate in any large boarding-school, and still more the deaf and dumb. So we come to propose, in the best interests of our pupils, the adoption of supplementary training in light gymnastics, with wooden dumb-bells, rings, wands and clubs—not as a substitute for other exercises, nor instead of the heavier gymnastics for the more robust pupils, but as an aid to these other useful appliances, that will assist in expanding the chest and strengthening the muscles of the neck, limbs and trunk. The deaf and dumb need this organic development, on account of comparative inertia of the vocal organs, which permits less exercise to the larynx and glottis, and frequently assists in producing an abnormal condition of the glands and tissues susceptible to attacks of scrofula and kindred diseases.

Light gymnastics seems to engender force and arouse the energy to a healthful competition; moreover uniform movements afford pleasure to all and give great encouragement to the weak and backward. Light gymnastics is a diversion at hand whenever needed. When the close air in the room and a constrained position at the desk causes weariness and languor, open the window, give five minutes to gymnastics, and mark the effect.

Rapid, uniform and exact movements promote discipline, secure close attention, and teach the class to respond at once to the master's will. The effort required to yield prompt obedience, is, in itself, a discipline that is hard to acquire, but is an admirable stepping-stone to higher things. The attention thus secured debars communication, brings every eye in subjection to the master's look, and really breaks up many causeless habits and the listless indifference that so many assume. Furthermore, systematic training unfolds a grace of manner and beauty of motion that nothing else secures; gives an erect posture to the body, a more elegant poise to the head, greater freedom to the limbs, deeper respiration and an equalized circulation. As the manners are improved by suitable attention to gesticulation, so the whole appearance is changed by the change in feeling which the child undergoes.

It will probably be said that there is no time for gymnastics; but has it not been shown sufficiently that the time spent on this subject is more than compensated by increased vigor at other times?

Twenty minutes per day allowed for small scholars, (divided into periods of ten minutes each), and ten minutes per day for advanced scholars, will afford sufficient drill, if faithfully carried out. Some ridicule gymnastics in school, but if it answers a useful purpose, let those laugh who win. A favorable sign of the times is seen in the complete gymnasium and competent attendance furnished in that department by the National Deaf-Mute College. I think the time will soon arrive, when physical training in our deaf-mute schools will receive more attention, and that completeness will be attained, which can only come from systematic mental, moral and physical training.

We can truly say that our labor is wisely spent, if we succeed in turning out strong, healthy boys and girls, who will love honesty and goodness and purity of life.

THE PRESIDENT—It is suggested by the business committee that opportunity for discussion be given to this paper, and a similar opportunity for the preceding papers. There will be opportunity for discussion now.

The Chair will, however, take liberty, before the discussion opens, of saying a few words with reference to the gymnasium at Washington, referred to in the paper.

About a year since, a very suitable building was built, at a cost of fourteen thousand dollars, for a gymnasium at the College at Washington. It has a swimming-pool and bowling-alley, and apparatus of various sorts, prepared under direction of Dr. D. A. Sargent, the director of the gymnasium of Harvard University. Dr. Sargent has a system of regular instruction in gymnastics. He uses very little of what are called "high gymnastics;" that is, very little of acrobatic performance. The trapeze is not used, and many things used in the old gymnasiums are dispensed with as unnecessary. Instead of these he uses exercises calling for harmonious development, and not so much for any special monstrosity of muscle. These pieces of apparatus are so adapted as to correct any distortions of the body. If one side is less developed than the other, these pieces of apparatus are so arranged that the person may have exercises with weights adapted to increase the strength until the inequalities are corrected. As a part of Dr. Sargent's system, a very careful measurement is taken of the persons beginning a series of exercises which will, perhaps, extend over six months. A year ago this autumn, measurements were taken of between forty and fifty students and recorded. The facts revealed by the measurements were interesting, showing in many instances greater size of one arm than of the other, accounted for by the person measured by saying that he had been in the habit of using that arm more than the other. It was interesting to see that owing to these arrangements, in very many instances, these inequalities were entirely done away with, and there was a balancing of the body in its development. I will not occupy further time, but simply add that the influence of the gymnasium has been such as to lead me to commend it warmly to heads of institutions who will be erecting similar buildings. The general health of the students in the year has improved very greatly. I have great pleasure in seconding the suggestion made by Prof. Swiler.

MR. MOTT—I would like, before the discussion commences, to ask two or three questions, in order that the discussion may throw some light upon the subject. The first question is, is it not true, as I have supposed it to be, that the deaf and dumb institutions of this country are really ahead of any other educational institutions in this department of physical culture? Second, I am very anxious to ascertain whether you have your children play and develop themselves by rule—whether you turn a calf out at four o'clock and make him play half an hour, or whether you turn him loose in the pasture. Do you put children in the gymnasium and let them play if they have a mind to? The question is a practical one: is there anything more for us to do as managers, than to provide the means and foot the bills?

THE PRESIDENT—The chair will answer the last question. In his opinion it is not enough to prepare the means and foot the bills. Especially with pupils of more mature ages, in very many institutions their minds are excited by study. They are indisposed to take that amount of exercise absolutely necessary for their physical development. They will not play as a calf does. They must be put through a course of actual training. When left to themselves, the gymnasium is apt to be neglected, at least by many, and is left for those who have a special taste for athletic pursuits, they usually being the ones who need them least. Dr. Hitchcock, of Amherst College, testifies to the advantage growing out of compulsory exercise by all the students of a college during a certain number of hours each week—perhaps four times a week. The effect was very marked, indeed, compared with a term when the use of the gymnasium was left to the choice of students.

MR. NOYES—I want to ask whether the use of the gymnasium has any influence in the discipline of students; whether students have any less wild oats to sow.

THE PRESIDENT—I answer that question very readily. A very gratifying effect was produced upon our students. During the year past the amount of unpleasant discipline was reduced almost to zero. It was greatly less than that of former years, and I attribute it greatly to the use of the gymnasium. The period for the use of the gymnasium expired on the first of May. After the first of May there came a rainy week, and it was during that week that the only real disturbance took place that we had during the entire year. That led us to determine that hereafter we would not close the gymnasium till the rainy week was over.

MR. MOTT—Is the gymnasium adapted for girls?

THE PRESIDENT—It is.

MR. MOTT—Good.

THE PRESIDENT—All these machines are perfectly, fully adapted to persons of widely different degrees of strength. For instance, the weights may be so adjusted that a person may lift one, ten, or fifteen pounds, or much more, so that they may be varied so as to be adapted to the strength of a little child or that of a strong man.

DR. FAY—As a rule, our institutions are not in advance of foreign institutions in physical training. There are many foreign institu-

tions that have gymnasia, and have some one to give the students regular exercise and offer prizes for superiority; and they frequently give public exhibitions. On the whole, in that respect they can claim to be in advance of the institutions of their time.

MR. MOTT—My question was whether the deaf and dumb institutions of this country are ahead to-day, as a rule, of our blind institutions, our common schools, our colleges, our female seminaries. I supposed they were. If not, they are in a pitiful condition. It seems to me that this is a live question, my brethren. If anything can be done to shed light, not only on the deaf and dumb institutions of this country, but on others, your words should have wings and fly through the land. The great cry is how to save the girls from the grave before we can make women of them. Boys we kick around and make them live a little longer; but our girls are angels altogether too soon for me.

MR. WINES—I have been asked by Dr. Gillett to say a word with regard to what I saw in Sweden bearing upon this question. I once spent a week in Stockholm, where I met a gentleman whom I had formerly known in this country—the Superintendent of Public Instruction for the city of Stockholm. He took a great deal of pains to explain to me the Swedish system of popular education. We went around the city together, from one school to another, and in every one of them which I visited I found a room set apart for gymnastic exercises. I speak of the ordinary graded schools. Every child in these schools is required to spend more or less time every day in physical exercise. I remember that in one room the girls were engaged in a peculiar dance. They formed in groups of three, took each other by the hand, and whirled until they almost fell down. I had to dance with them. The grave and learned superintendent took the lady teacher by both hands, and turning back to back, they whirled their arms over their heads, turning continually but not loosing hands—"wringing the dish-rag" our children call it—and so they went spinning round the room together, much to my amusement. I found, also, that in Sweden a great deal of attention is paid to teaching children the use of tools. They claim that for the symmetrical development of a man or woman the training of the muscles is as essential as the training of the intellect. They give the morning in school to intellectual culture and the afternoon to the culture of the body, teaching the boys how to use tools, and the girls how to sew and to do various other things which girls ought to know. Besides this, they teach all the children to swim. One of the most interesting sights in Stockholm is that of a row of scholars, boys or girls, as the case may be, marching, in double file, on a bright summer day, through the public street, each with a towel rolled up under the arm, the teacher at their head, from the school-room to the swimming school. I went into one of these swimming schools, a house built in the edge of the water, with dressing-rooms around the sides, a plunge-bath in the centre, and a tower in one corner, from which the bathers dive. Once every year, exhibitions are given of the progress made by the pupils, and tickets for these are eagerly sought, especially for the girls' exhibition, which is said to be a most lovely spectacle. I was told that all through Sweden the children are taught swimming.

So, when I went to see the institution for the deaf and dumb, at Manila, in the suburbs of Stockholm, I was not surprised to find there a magnificent gymnasium, as large, Mr. President, as that connected with the National Deaf-Mute College at Washington. I have seen the Washington Gymnasium at Kendall Green, and it is just what Dr. Gallaudet has described it to be. It is as well adapted for girls as for boys, and small children can be trained in it as readily and as thoroughly as the larger ones. I wish we had such an one in Illinois.

DR. MILLIGAN's paper on "Some Physical Aids to Teaching" was next read by the author, and interpreted by Prof. Corcoran, of Wisconsin.

SOME PHYSICAL AIDS TO TEACHING.

The phrase "object lessons" has included such a multitude of schemes, good, bad and indifferent, that teachers may justly feel suspicious of it. At the expense of brevity, therefore, I have given this article the less euphonious name which has been announced.

There is no means of learning, that I know of, by which labor can be avoided. There is no method of teaching that I have found, which does not also include work. But the presentation of knowledge may be made easier for the teacher in various ways. Cognition, also, may be made easier for the pupil by a variety of methods. Some of these means and methods I propose to illustrate in this paper. Besides the direct benefits of these proposed means, there are also certain indirect advantages to be derived from them, which will be mentioned in due time. The proposed aids are not merely theoretical ones, but they have been in use in this institution for several years. They have proved so helpful and satisfactory, that they are now in greater favor with our teachers than ever before. The principle advocated herein is not by any means a new one. The collecting, the preserving and the using of the objects are, however, reduced to a system, and each article is made to do service indefinitely.

It will be evident that all common things cannot be kept or exhibited in the same manner. Such articles as seeds, nuts, grains, spices, and all those common things that are dry and of such form as to be kept safe in bottles, together with liquids like syrups, vinegar, oils and spirits, may be kept to the best advantage in glass bottles. The kind of bottles which we have thought preferable for this purpose, is of four-ounce size, with large mouths. Such bottles cost more at first than pasteboard boxes, but they never need be opened, and are not damaged by handling. They also better preserve the article for the examination and study of classes. Not one of these bottles has yet been broken while in use. A label, an inch and a quarter by an inch and a half in size, is pasted on the side of each bottle. This label contains: *Illinois Institution for the Deaf and Dumb, School Museum, No. —*. (and the name of the article.)

The bottles are kept in some central place, where all the teachers can have access to them. Most of the specimens have been procured by the teachers, the institution furnishing the bottles. In this way the interest of the teachers is enlisted, and, at the same time, the

heaviest item of expense is borne by the institution, both of which are important considerations. But the mere collection of a museum of specimens is not the only nor even the chief benefit of this cabinet. Each article is described, and this description, in the form of a lesson written upon a card, accompanies the specimen in the museum. These cards are — inches square, doubled so as to form four pages. The first page contains the inscription that is on the label of the corresponding bottle. The second and third pages contain a description of the article, which has been prepared by some one of the teachers. The preparation of a description which shall be suitable for a lesson is one of the best tests of skill and scholarship in a teacher. After the description, may be written, if thought best, a series of questions on the lesson. Our teachers, however, have generally preferred to write questions for themselves, since by so doing, the lesson may be made to fit the particular class which is studying it. In this way the same lesson may be used through a wide range of grades, more difficult questions being used with the more advanced classes. The specimen in the bottle, with its accompanying lesson, is always kept in the cabinet, except when in actual use, and may be found there by any teacher.

There are certain articles which are perishable and cannot be kept in bottles in a fresh form. Tomatoes, strawberries, peaches and grapes, are representations of this class of fruits. Such objects may have lessons prepared on them as they were on the specimens just described. If there is an art-school connected with the institution, the art-pupils will find improving lessons in painting the objects on the second page of the card of description. Several such paintings are herewith shown. If there is no art department, pictures cut from the advertisements of gardeners, or taken from the highly imaginative labels which adorn the cans in which fruit is preserved, may be pasted on the lesson card. Some of the specimens presented are prepared in this manner. There is another class of objects which are more conveniently kept and shown in cases. These cases are made in the cabinet-shop, of thin pine or poplar lumber, and are twelve or fifteen inches square. They are shallow, not being more than one and one-half inches deep. Grooves are cut in three edges of the case, and the upper edge is made narrow, to receive a pane of glass, which serves as the top of the box. Two screw-eyes in the upper edge of the case are for a cord or wire, by which the case may be suspended in view of the class. The upper edge of the glass is cut with an outward curve for convenience in drawing it out when objects are to be removed from or added to the case. These cases can be carried from room to room as they are needed for illustration. This arrangement will accommodate a great variety of objects. Here is one that contains a toy rake, a hoe, a dust-pan, a spoon, a clothes-pin, and a dozen other miscellaneous articles. Here is one which contains the different kinds and sizes of nails, from the largest spike to the smallest tack: spikes, cut nails, wrought nails, finishing nails, horseshoe nails, brads and tacks. These articles are fastened to their places in the case by copper staples made of small wire, which are kept ready-made at hardware stores. A little pocket awl is a convenient instrument for making the holes for the staples. Each article, or each kind of

article, in the case of nails, screws, etc., should have a lesson descriptive of its use or structure. If a single case contains objects enough for a dozen lessons, they might be written in a little blank book, and attached to the case itself.

These cases may be used to illustrate articles that differ widely in their characteristics. A profitable series—1st, the picture of a cotton plant in blossom; 2d, a cotton ball; 3d, some cotton seed; 4th, some carded cotton; 5th, some cotton yarn; 6th, cotton thread of different colors; 7th, unbleached cotton cloth; 8th, bleached muslin; 9th, printed cotton or calico; 10th, cotton lawn; 11th, cotton jeans; 12th, cotton flannel; 13th, cotton velvet; and every other common fabric that is made of cotton.

A similar case might be filled with silk and its products, from the raw cocoon, through the different stages of its manufacture, to the softest velvet or the most beautiful ribbon.

Wool and its products would fill another case; flax, and the manufactures of flax, another. Furs would fill another case, and the varieties of leather another. The different varieties of wood would form a profitable series of specimens for such a museum. In short, every occupation in life has a set of materials, or implements, or manufactures peculiar to itself, which this museum might include, with profit and advantage to teacher and taught. In the studies of physical and political geography, in natural history, in chemistry, and in all the natural sciences, and especially with younger classes, in ordinary language-lessons, these objects would be of great use and interest. The supply of unusual information in an original manner would create additional interest on the part of the teacher, while the novelty of the presentation and the appeal to the senses as a help to the memory would arouse the pupil. At the same time the knowledge that both the object and the lesson are preserved and can be used for future reference will increase its importance in the estimation of both.

By each teacher asking questions on the lesson which shall be adapted to the capacity of his class, the objection that these lessons are too much or too little advanced will be in a great measure removed.

Another aid to teaching is a contrivance for hanging, in view of a class, a set of condensed questions, or an analysis, which may serve as a review of a subject. The first requisite for this is a piece of manilla paper, one yard wide and two and one-quarter yards long. Two sticks, each thirty-eight inches long, are also necessary. The larger of these sticks should be one and one-half inches in diameter, with a longitudinal groove half an inch deep cut in one side, so that a cross section of the stick shall be in shape of a crescent. The second stick should fit into this groove, and all sharp edges should be rounded. These sticks are held in place by half-inch india-rubber bands, such as are used to hold packages of papers. A screw-eye is screwed into the centre of each end of the larger stick. Now, throw the paper over the larger stick and place the smaller one in its place. As the sticks project an inch at each end beyond the paper, sufficient room is left for the bands. The bands hold the sticks and the paper in place. Hang this frame to the screw-eyes, which may be fastened into the upper part of the large slate-frames. Here

are now four pages, each a yard square, on which may be written, in ink, analyses or abstracts of subjects, in letters large enough to be read across the room. Two sheets, or eight pages, or even half a dozen sheets, comprising twenty-four pages, may be held in one pair of these clamps.

Some of the advantages of these analyses, presented in this way, are :

- (1). They give on one page a view of an entire subject.
- (2). They serve, like frequent reviews, to keep the subject fresh.
- (3). The class may be engaged in studying them while the teacher is engaged with individuals.

- (4). They are permanent.

- (5). They may be used in every department of knowledge—in composition, in geography, in arithmetic, in history, and in the sciences.

There is another aid to teaching which was devised and has been used with great satisfaction and success by Miss Anna Morse, of this institution. The range of its assistance is in the teaching of fractions. A sphere of wood, about two and one-half inches in diameter, is turned by the boys in the shop on a lathe. This represents a unit. Another similar sphere is sawn, by the buzz-saw, into halves, and the halves are held in place, except when used in illustration, by rubber bands. Another similar sphere is sawn into thirds, another into fourths, another into fifths, and so on up to tenths. A teacher who cannot teach, or a pupil who cannot learn most of the operations in fractions with the help of these models, needs fundamental reconstruction.

The writer well understands that no physical aids to teaching will avail, unless reinforced by skill, patience and enthusiasm. With these mental qualities, however, and these physical helps, he believes success may be more easily achieved.

THE PRESIDENT announced that the national executive committee would meet in the library-room in the evening.

The business committee announced the order for Tuesday.

On motion of Dr. MacIntire, the convention adjourned, and immediately assembled in front of the building, where a photograph was taken of the group.

FOURTH DAY—TUESDAY.

The convention was called to order at 9:50 by the president, Dr. E. M. Gallaudet, and prayer was offered by Rev. Dr. E. L. Hurd, President of Blackburn University, Illinois.

The secretary read the minutes of the second and third days, which were approved.

DR. GILLET announced that he had received a communication from Hon. M. A. Cushing, president of the board of trustees of the Illinois Institution, expressing regret that his business would not permit him to be present at the convention, and wishing the convention a pleasant and profitable session; also a letter from J. A

Manahan, a member of the same board of trustees, expressing similar regret. Dr. Gillett also stated that he had received a communication from H. S. Ballou, of Boston, inclosing prospectus of an educational journal, which he would refer to the convention.

The committee on credentials made a report, which was accepted.

REV. DR. THOMAS GALLAUDET—Allow me to suggest to the readers of papers to provide interpreters, so that they may have some idea of the papers before they begin to interpret. I hope they will act upon this suggestion.

THE PRESIDENT requested Mr. Gudger to occupy the chair.

The regular order of the session was begun by the reading of a paper by S. T. Walker on the "Grube Method of Teaching Arithmetic," interpreted by Prof. Swiler:

ON TEACHING NUMBERS—THE GRUBE METHOD.

To the older members of the profession the proceedings of these conventions, the papers read, and the remarks elicited by them, are, doubtless, coming to be common-place and by their similarity wearisome. Much the same subjects are presented, and the remarks, though impromptu and fresh, and evidencing that in the interim of four years the mental powers of the profession have not been dormant, are yet but re-iterations of what has been said on previous occasions. Young teachers, constantly adding to and filling up our ranks, characterized by their enthusiasm and genuine interest in the work, pause for a moment, take a survey of the horizon, believe they see a clear field for operation, buckle on their armor, and fight nobly, making captive ingenious theories by which knowledge may be more easily and more satisfactorily imparted, and bring them before their superintendents for inspection. The superintendents, kind souls! listen attentively and approvingly to the entire plan, commend their zeal, and bid them continue in their discoveries. Some dusty files of the annals or *ante bellum* reports of conventions are sought out, and in all probability an article in which are embodied the prominent points of their own *novum organum* is discovered, and to complete the co-incidence the author proves to be none other than their own considerate superintendent, or perhaps a fellow-teacher.

But is this discouraging to further effort? Should we conclude, then, that all advancement is at its ultimatum? We say, No! An inspection of our present system with that of the past will answer: No! What though the results of mental and experimental effort of those new in the work does seem to lose the lustre of originality by the discovery of counterparts in the recorded ideas of our seniors, should the fact have any other effect than to prove the theory that similar surroundings produce similar mental operations? The field for conquest is still open, and only those who take a superficial view of it repine over the thought that all has been done that can be done; that there can be "nothing new under the sun," especially in methods of instructing the deaf.

It is the opposite of this feeling that has induced us to present to you a few remarks on a subject so common-place as the

teaching of numbers—a subject brought up annually in your teachers' meetings at home, and appearing on the programme wherever educational topics are considered; a subject the teaching of which, we all will admit, holds a position, in point of importance and difficulty, by that of teaching language.

But to those expectant teachers (if there be any) who are waiting to hear the cry, Eureka! ring through this hall, we will say that such glad tidings are not to be proclaimed.

It is needless to speak of the success that is attained by us in this branch. It is gratifying, truly, as is any advancement in knowledge made with the class of children under our instruction, but it is far from satisfactory. We hear complaints from many of our institutions, including Washington College, of the imperfect standing of pupils in arithmetic, as compared with their attainments in other directions. This fact, with the individual knowledge of the matter we possess, should call for repeated investigation and discussion by teachers, till, finally, the flaws in our present manner of teaching the subject are discovered and repaired. The flaws can be traced from the primary department up through the various grades; yet, as we are always ready, when we see an exceptionally good class, to accord the meed of praise to its teachers in the primary department, we must believe that to them, in a greater measure than to the teachers of the older classes, belongs also the censure when a class is not up to the standard of excellency.

But let us hastily enumerate some practices that are objectionable and tend to retard a class's progress.

1. As to the stage of progress when numbers should be introduced, the practice is to begin addition, say during the latter half of the first year. Most pupils are eager to commence ciphering. A fascination seems to possess them for that kind of work, behind which lurks a pride in show and a desire for rapid advancement to studies resembling those of their seniors. Generally, with two or three individuals in a class, this desire has been gratified, at their homes, by a misapplication of time and energy, on the part of the child's family, in teaching arithmetic rather than simple conversational sentences. He has been caressed and flattered for the extraordinary feat of covering a side of a slate with figures; and his father does not hesitate, when he brings him to the institution, to relate to the superintendent and all the teachers the history of his child's instruction, and tell of his wonderful mathematical turn of mind; and disappointment is always detected when his bid for praise is met with so little manifestation of interest. The other pupils catch the fever for similar notoriety, and their combined importunities are hurled at the teacher daily till he yields.

Once begun, rapid strides in the handling of abstract numbers are made, the pupils are delighted with the novel enigmas they are solving, and the teacher himself, pleased with their securing prizes and the effect produced upon visitors, loses sight of the prime object of arithmetic, and goes on doling out these abstractions that are so pleasing to his class. How much better is it for the future progress of the class to devote every moment of the limited time of the deaf, for the first year, at least, to the sole practice of language, preparing them to take up future studies with greater ease and assurance of

success. It is the firm conviction of the writer that a class which is introduced to the study of arithmetic, only after three years have been spent exclusively in acquiring written language, will, at the close of a period of six years, show much more satisfactory attainments in both branches than a class equal in all other respects at the start, the members of which had their attention divided between the two branches from the first year.

2. The second objection is the almost universal tendency of teachers to let pupils use large numbers too early in the course—numbers which, instead of being within the grasp of their intelligence, are such as are seen only in census reports or in political majorities. We have even been advised by a writer for the *Annals*, after the pupil is able to count 100, to proceed with the science by writing such inconceivable numbers as two hundred and seventy billions, four hundred and four millions, etc., for no other reason, we suppose, than because it is easily done. We should expect from such a teacher that next he would be teaching his class the *metric system* just because it is possible to do so. The system itself; being logical, should be universally adopted, but should have no place in a curriculum until popular usage demands it.

Mr. Henry Bessemer writes to the *London Times* on this subject, as follows: "It would be curious to know how many of your readers have brought fully home to their inner consciousness the real significance of that little word 'trillion,' which we have seen of late so glibly used in your columns. There are, indeed, few intellects that can fairly grasp it, and digest it as a whole; and there are doubtless many thousands who cannot appreciate its true worth even when reduced to fragments for more easy assimilation. Its arithmetical symbol is simple and without much pretension; there are no large figures, just a modest 1 followed by a dozen cyphers; and that is all." He then gives some startling and interesting computations intended to convey the significance of the number as relating to time, distance and weight. Believing that it will be of interest in this connection, we quote a paragraph: "As a measure of time I would take one second as the unit, and carry myself in thought through the lapse of ages back to the first day of the year 1 in our era, remembering that in each of those years we have 365 days, and in every day just 86,400 seconds of time. Hence, in returning in thought back again to this year of grace 1878, one might have supposed that a trillion of seconds had long since elapsed; but this is not so, we have not even passed one-sixteenth of that number in all these long eventful years, for it takes just thirty-one thousand seven hundred and nine years, two hundred and eighty-nine days, one hour, forty-six minutes and forty seconds to constitute a trillion seconds of time."

We should endeavor to give our pupils some *conception* of large numbers, before they are allowed to use them in arithmetical calculations. Keep a box of beans on your desk. Have one child count one hundred, another one thousand. Make several marks on the slates in front of the class, then ask each child what portion of the slates he thinks one thousand such marks would cover. Then have one of the pupils make the thousand marks, drawing a line around each one hundred, for convenience in testing his work. When time,

weight, height and capacity come under review, it will not be a waste of time to devote attention to giving the class, by similar means, a unit of measurement for each of these subjects, by which they will be able to conceive of larger divisions as being multiples of the unit.

3. The third objection is the paucity of objective apparatus to be found in the school-rooms of primary teachers. This is the more serious because of the inexpensiveness of such paraphernalia. Before a teacher begins numbers with a young class, he should spend several days, if necessary, in making out and elaborating the course he intends pursuing; then he should spend an additional period of time in collecting his working implements. A table should first be procured; the surface should be inclined towards the pupils sufficiently for them to see objects resting on it, and strips should be tacked round the edges to prevent objects sliding off. The surface should be painted black, so that crayon-marks may be visible. A box of attractively colored blocks and a box of dominos, the spots of which are admirably arranged for practice in numbers, as well as bundles of splints, a box of beans, marbles, buttons, etc., etc., should be the accompaniments of the table. An abacus, or, what is better, a stretched wire, the length of one end of the room, with one hundred colored wooden balls strung on it, should occupy a position just above the blackboard or row of slates. For the more advanced classes there should be, for general use, if not one for each school-room, a full set of grocers' measures; i. e., a pint, quart, gallon, peck, half-bushel, and bushel, besides a two-foot rule, a yard-stick, a fifty-foot line, and scales capable of weighing from one to five hundred pounds. Also several pieces each of imitation specie and currency of the various denominations and of fractional currency and bills, all of which are procurable at any of our first-class business colleges.

For use in teaching fractions, a set of fractional globes can be made from round wooden balls of about three inches in diameter, by carefully sawing one into two parts, another into three, another into four, and so on to tenths. For convenience, the parts of each ball may be fastened by small hinges. This device for teaching fractions is a product of the inventive ingenuity of Miss Anna Morse, an instructor in the Illinois Institution for the Deaf and Dumb. Nor is this the limit of the variety of objects we would recommend. Whatever a teacher finds that he needs should be at hand, in person or by proxy. The expense of these useful accessories to the school-room is merely nominal, except in the item of scales. Any principal ought not to grudge the cost of paraphernalia where the resultant benefit to pupils is so great. It is a surprising fact that there are many of our public schools and colleges possessing fine buildings and costly scientific apparatus, whose directors have not yet considered the expense or the importance to their primary department of a set of tin measures.

4. Neglect to give sufficient drill in the use of oft-recurring phrases, complete knowledge of which is necessary to an understanding of some of the simplest of arithmetical problems. Examples: "as old as"—"as many as"—"half as many as"—"twice as many as"—"more than"—"three more than"—"two less than"—"as

high as"—"as much again"—"as far again"—"what is this worth"?—"what is the price of this?" etc. These expressions are among the most common of childhood, and are usually used by children of from four to five years of age with perfect ease. The comparison so often made between them, of the amount I have with that that you possess; the proportion of my superiority, whether in the matter of marbles, apples, height or muscle—the *meum* and *tuum* propensity—always brings into service one or more of these phrases, and when the study of the relation and comparison of numbers is begun, familiarity with them is important to progress. With deaf children these phrases are also used in their own vernacular, though with not so much care for mathematical accuracy as is shown by hearing children. But alas! when appearing in written form, these phrases, in our experience with the deaf, have been one of their greatest stumbling-blocks. We have been obliged to halt in our progress with classes in arithmetic for the sole purpose of teaching the "as many as" and "half as many as" phrases with which they, by all means, should have been perfectly familiar, as is the case with hearing children, before they took up the study of numbers. Such phrases have decidedly more claim to a position in the first, second or third year's instruction in language than have such as "a bad black horse kicks a pretty little girl," or even "a large black dog chases an old white cow," and they should become a part of the child's language, and be so familiar to him before arithmetic is commenced, as that they shall not distract his attention while considering the numerical relations contained in the problem before him. All the teachers of an institution should work together in such matters, and report at their teachers' meetings all such phrases as are discovered to be peculiarly difficult of adoption by the pupils, formulate them into sign phrase, and use them in class or general conversation with the pupils as often as occasion admits. While we would urge the importance of the pupils possessing a fair command of the simpler idiomatic forms of language before arithmetic is commenced, and especially before a text-book in arithmetic is given them, yet, when we come to test by reviews or examinations their ability to apply their arithmetical knowledge, we should invariably make a clear statement, in pantomime, of the problem to be solved, leaving the mental powers unincumbered by the perplexities of language.

5. Instead of the old custom of teaching addition, subtraction, multiplication and division, in the order named, teach the four rules simultaneously. We believe this is the logical method, if the numbers used are such as are within easy conception of a child's mind, and as may readily be presented to their vision by illustrative apparatus. The argument that the intellect of a child cannot as readily grasp a plurality of ideas as it can a single one, is, if the ideas be properly presented, easily shown to be a misconception of facts. The four fundamental operations of arithmetic are reducible to two, which may be described most simply as (a) the process of putting together, and (b) the process of taking apart.

One of these operations is as easily comprehended as the other. It does not require an educated mind to know, that if from two objects one is taken away, one object remains; and that if to one

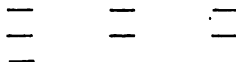
object another is added, there then will be two objects. And so by constant use of objective illustration, the numbers in order may be introduced and the four processes used on each.

I desire to call attention of those teachers who have an interest in this subject, to the "Grube Method of Teaching Arithmetic," introduced to the teachers of this country, we believe, through translations and essays by Professor Louis Soldan, Principal of the Normal School of St. Louis, and since used in modified form with gratifying success in the public schools of Boston, Quincy, Dover, New Haven, Indianapolis, St. Louis, San Francisco and other important cities.

In this method small numbers alone are treated; no number larger than the one under consideration is admitted into the lesson; each number is measured (compared) by every other number smaller than itself; the measuring process involves addition, subtraction, multiplication and division; objective illustration is constantly used; practice is given in rapid solution of examples; combinations with other numbers are discovered and solved by pupils themselves, and application of the principles learned are made immediately by introducing practical examples. Take for example the number five as a lesson before us. The numbers below it having been treated the lesson would be, first, a conception of the magnitude and relative power of the number by exhibition of five objects. Then, five would be measured or compared by each number less than itself. For instance, if comparing by 2 the teacher would show, by blocks or dots on the blackboard, that 5 is composed of 2 and 2 and 1, (addition); that 5 less 2 less 2 leaves 1, (subtraction); that 2 times 2 and 1 are 5, (multiplication); that from 5, 2 can be taken once, twice and one left, (division.) And in like manner the teacher will take up the other numbers, not merely stating and then hurrying over these fundamental facts, but dwelling on them and making them evident to the visual sense of the child at every step, and afterwards allowing the child to symbolize all the combinations he is able to discover in the number under review.

"Grube thinks that one year ought to be spent in this way on the numbers from one to ten. He says: 'In the thorough way in which I want arithmetic taught, one year is not too long for this most important part of the work. In regard to extent, the scholar has not apparently gained very much. He knows only the numbers from one to ten. But he knows them.' In reference to the main principles to be observed, he demands, first, that no new number shall be commenced before the previous one is perfectly mastered; second, that reviews should regularly take place; and, third, that whatever knowledge has been acquired and fully mastered by illustration and observation must be thoroughly committed to memory. In the process of measuring, the pupils must acquire the utmost mechanical skill. It is essential to this method that in the measuring which forms the basis for all subsequent operations, the pupils have before their eyes a diagram illustrating the process. It matters not by means of what objects the pupils see the opera-

tions illustrated, whether fingers, lines or dots, but they certainly must see it. It is a feature of this method that it teaches by the eye as well as by the ear, while in most other methods, arithmetic is taught by the ear alone. If, for instance, the child is to measure 7 by the number 3, the illustration to be used is:



"If lines or dots are arranged in this way and impressed upon the child's memory as depicting the relation between the numbers 3 and 7, it is, in fact, all there is to know about it. Instead of teaching all the variety of possible combinations between 3 and 7, it is sufficient to make the child keep in mind the above picture. The first four rules, as far as three and seven are concerned, are contained in it and will result from expressing the same thing in different words or describing the picture in different ways. Looking at the picture the child can describe it or read it as follows:

$$3+3+1=7, \text{ or } 2 \times 3+1=7, \text{ or} \\ 7-3-3=1, \text{ or } 7 \div 3=2 \text{ (1)}$$

the latter process to be read: From 7 I take away 3, twice, and 1 remains, or 7 contains 3 twice and one more.

"In the same manner each number should be illustrated by a similar diagram. The leading idea is the same throughout Grube's Method. To show the principle of teaching the higher numbers to one hundred is to recapitulate the principles that are to guide the teacher in his treatment of the numbers from one to ten. That the four principles are taught with each number before the following one is considered, forms, no doubt, a characteristic feature of Grube's method, but it is a common mistake to suppose that it is the leading idea. It certainly emanates from this idea, but it is not the idea itself. The leading principle is rather that of objective illustration. In a very general way it may be said that, in examples in primary arithmetic, two numbers are given, and their relation, expressed by a third number, is to be found. Hence the elementary process may be considered as the comparing of one number with the other, or the measuring of one by the other. On the basis of this general theory, Grube suggests a general plan of illustration, according to which the larger number of two numbers given, is represented by the total number of lines or dots placed on the blackboard. These lines are arranged into sets or groups each containing as many lines or dots as are indicated by the smaller number of the two.

"This contains the main principle of Grube's method. If perception has seized the illustration and wrought it into a mental picture, the solution of all the existing elementary relations between the two numbers has been grasped implicitly. For the four processes are simply different interpretations of this symbolic diagram. When this picture appears before the mind, it may be interpreted as addition or multiplication, and by retrograde process it may be interpreted as subtraction or division. * * * Below ten each number is compared with the number one, by means of addition, subtraction, multiplication and division, then with the number two, then three, etc. The pupil will soon learn to perceive the regularity

of this process, and at the moment he has understood that part, he can, by independent work, discover the primary arithmetical relations of a number and prepare a diagram or synopsis of the same.

"A frequent and very dangerous mistake is the omission of applied examples. The pure number, as the universal expression of an arithmetical tenth, is of the greatest importance, but the pupil throughout his school course finds the greatest difficulty in working with applied numbers. Moreover, arithmetic is studied for life, and in life there are none but applied examples. Hence, after the universal, the pure number, has been mastered by means of observation, particular application should follow immediately, and copious examples clothed in the most various forms should be solved. The training which the pupil receives from practice with applied problems, is different in kind from that with pure numbers, and hence cannot be slighted in the primary grades, without retarding the progress in the higher classes. Without sufficient practice in this direction, there is danger of mechanical and dull work, and the best opportunity for the pupil's display of inventive ingenuity is lost. The difficulty which the study of arithmetic presents in the higher grades, lies not in the mechanical handling of numbers; in most cases the pupils succeed in that; but it lies in the fact that the words of the problem puzzle them. The qualitative element disturbs and conceals the quantitative. If this assertion is correct, a great deal of training with applied numbers should be given at a time of the course, when the pure number, which is considered, is so small as to allow the scholar, after having mastered it, to concentrate his whole attention in the puzzle that lies in the wording, in the qualitative. Whenever sufficient training of this kind has sharpened the wit of the pupils in the lower grades, they will no longer consult the heading of the chapter as the first step in the solution of the problem, in order to find whether it means addition or division, interest or long measure, and find themselves in a helpless and forlorn condition when they meet an example which is not labeled by any heading."

We have presented this paper to you, fellow-teachers, not for the purpose of criticism on methods now in use; we have presented to you a synopsis of a method, not with the expectation that it is complete in every respect, and adapted to the needs of the deaf, without modification; but we trust we may have said something that will create a spirit of inquiry among you, relative to the subject in hand, that will result in the further study of a method which an apostle in the state of New Hampshire has said is "Nature's method—nothing more, nothing less—sure to win its way into every school-room, and compel at no far distant day, a modification of the arithmetics for grammar grades."

We believe it to be true, that, "the thoughtful, real educator resembles a wise husbandman who does not cling to old methods merely out of respect for their age, but adopts all the scientific improvements made both in material and method."

I leave the subject for your discussion.

THE PRESIDENT—The subject is open for discussion by the convention.

*G. C. Fisher, Supt. of Schools, Dover, N. H.; author of "A Teacher's Manual Arithmetic for Primary Grades," (after Grube), Boston: New Eng. Pub. Co.

DR. MACINTIRE—I do not think there is much room for discussion. For the last two years I have been pursuing the same method. I have found no difficulties in the way. I have not carried the system out to a great extent; but I have no doubt it is the best method for the deaf and dumb, especially those who are to be trained in the elementary principles. I arise to express my gratification that the matter has been brought to the attention of the convention.

PROF. SWILER—A few years' experience in teaching arithmetic has convinced me that the suggestions made in this paper are entirely practical and may be made eminently useful in all classes. I can see no reason why mutes may not distinguish themselves in any branch of mathematical knowledge to as eminent a degree as any speaking girl or boy. There are reasons which render the acquisition of speech difficult. While it is exceedingly difficult to understand all the expressions of our intricate and complex language, I can see no reason why deaf-mutes may not get as clear and exact knowledge of mathematics, both pure and applied, as other students. With respect to the acquisition of a knowledge of numbers in the concrete, there is no doubt that their education can be developed to an indefinite extent; and with reference to the application of abstract numbers, they seem to handle them at least as well as other children. This subject with me is only second in importance to instruction in the English language in our schools; and if the education of our boys is difficult before going to college, I think it must be due to complicated and defective methods of instruction. Such suggestions as our friend has made in this paper may be applied to advantage. I trust that this subject of arithmetic will receive proper attention, in order that the charge that we give imperfect instruction in this science may be met, and that henceforth time enough be devoted to give our pupils a sufficient knowledge of numbers, so that they may be enabled to perform the more difficult operations in arithmetic.

REV. DR. THOMAS GALLAUDET said he had employed the Grube method with success.

DR. MACINTIRE—I arise again to make a remark in addition. I did not hear the first part of the paper, but I have found this difficulty in teaching elementary arithmetic, that in almost all cases there is a deficiency in this respect. In any proposition, not only the proposition, but the solution and conclusion should be given, expressing the conclusion by signs last. If you stop short of that, you fail in expressing these principles to others. Great attention ought to be given in the earliest hour of the course in these respects; in having the children understand the proposition, in the language in which it is expressed, the solution and the conclusion.

PROF. HASKINS—While I heartily agree with the paper, yet if I understood it correctly, there was one idea expressed which, it seems to me, in the advanced classes, is not altogether practical, and that is, giving the problem in signs to the classes in examinations. I think I understood the gentlemen to make the statement that that ought always to be done. Now the genius of the sign language is such that it conveys to the pupil almost exactly the steps which are to be taken in solving a problem, whether by multiplication, addition, subtraction or division. It seems to me that it is

a part of a teacher's business to teach the language of arithmetic so that the pupil may be able to understand the problem as written on the slate. If unable to transform the problem as written into signs, it seems to me that the teacher is an utter failure.

REV. JOB TURNER—(interpreted by Rev. Dr. Thomas Gallaudet), said he was a teacher for many years in Staunton, Va. He did not mention this boastfully. He taught arithmetic for many years. About half-past eleven he used to tell the pupils to put away their books, and some expressed dissatisfaction. They did not like arithmetic. Some pupils troubled him a good deal in that respect, but he overcame their repugnance, and they got along very well. There was one boy in particular, who had a great repugnance towards arithmetic, who became a maker of mattresses, and he found then that arithmetic was a help to him in measurements and getting prices. He sat down and wrote a letter to Mr. Turner expressing regret because of the trouble he had caused him in learning arithmetic. Now he was doing well.

Mr. Turner then gave in the sign language an account of the manner in which he taught arithmetic successfully.

PROF. HAMMOND—One point pointed out in the essay was that in dealing with numbers, as with a great many other things in life, we should be sure and get hold of the correct principle as soon as possible, in order that we may make an impression. The passage from the concrete to the abstract is the natural process. Hardly any one is capable of going from the abstract to the concrete.

PROF. SWILER—Mental arithmetic is important for teaching children to estimate numbers and distances with which they are familiar, the height of a room, the length of a building, the dimensions of an area. Such lessons teach them habits of observation and lead them to more correct knowledge.

PROF. BOOTH—In every case where a problem is solved, the answer should be given in written language. Very often, for instance, pupils will say "bought five cows," when really they should say "sold five cows." We should see that they understand the meaning of these words by constant practice, by requiring them to give the answers in the language they learn. So with a multitude of other words in arithmetic, with which they should become familiar by this kind of practice. They can become familiar with them in no other kind of instruction. They do not have practice in these words except in teaching arithmetic; in teaching history or any other science the words of arithmetic do not occur.

PROF. NOYES, before reading his paper on "Deaf-Mute Education in Minnesota," said: A word of explanation is due before I read the paper. As John B. Gough would say, "I want to make a few remarks before I say anything." Last May, a gentleman representing the Minnesota Historical Society came to our institution to get up a history of Rice county, to be sold by subscription within the county. As our institution was in that county, he desired me to prepare a history of the work in Faribault. I did so, and it occurred to me after completing it that a brief *resume* of the historical sketch would not be uninteresting to this convention. It was so regarded by one or two persons whom I consulted. Our institution work has been a little peculiar, as will be seen.

THE DEAF AND DUMB IN MINNESOTA.

When I was a New Hampshire boy, learning the first steps in mathematics, I was taught that one plus one plus one made three; but after I became a man and moved to Minnesota to live, I discovered that one plus one plus one is *one* and no more. Just how this new mode of reckoning came about and how it is related to the deaf and dumb in Minnesota will presently appear.

In the brief history of the work herewith given, the writer hopes to be able to explain why the Minnesota institute for the deaf and dumb was established, when founded, how organized, the methods employed, the manner of support, the present state of its affairs, and some of the results already realized.

Before Minnesota became a state, and while the general government was providing liberally for the State University, it was discovered that there were children and youth unprovided for in matters of education, care and training. In all our states and territories, the deaf and dumb have been found to number from one in fifteen to one in ten hundred; the blind, from one in fifteen hundred to one in two thousand; and the idiotic and imbecile, as numerous as both of the former classes together. We may safely estimate forty thousand deaf-mutes, thirty-five thousand blind, and sixty-five thousand idiotic and imbecile persons in the United States, and Minnesota has her share of them. It was in anticipation of such facts as these, with no provision of a public nature to meet the emergency, that the friends of education, humanity and the commonwealth, gave thought, time and labor, and urged upon successive legislatures the importance, yes, the necessity, of establishing just such schools as are found in Faribault to-day.

The state legislature, during its first session in 1858, passed an act establishing the "Minnesota State Institute for the Education of the Deaf and Dumb," within two miles of Faribault, in Rice county, upon the condition that the town or county, should, within one year from the passage of the law, give forty acres of land for its use. The land was donated, but the school, for various reasons, was not opened till five years later.

Organization of the Deaf and Dumb Department.—The first appropriation of the legislature for the support of the deaf and dumb was in 1863. The same legislature appointed Geo. F. Batchelder, R. A. Mott and David H. Frost as a board of commissioners to start the school. Mr. Mott was sent to Ohio, where he obtained the services of Prof. R. H. Kinney, an experienced teacher, who came to Faribault and organized the first deaf-mute school in Minnesota. On the second Wednesday of September, 1863, the school opened, with five pupils in attendance. The building occupied was the store and dwelling on Front street, known as Maj. Fowler's store.

In 1864 the legislature appropriated four thousand and one hundred dollars for the support of the school, eight hundred and fifty dollars of which were expended in erecting a small wooden building, 18x24, just east of Fowler's store, for a boys' dormitory. This building was subsequently sold.

Prof. Kinney experienced difficulties and some hardships in his work, and sore bereavement in his family, and at the end of his third year resigned the office of superintendent.

About this time an important change took place in the contemplated site for a permanent building. The original forty acres of land, donated by the citizens of Faribault, were sold, and the present lot on the bluff, east of Straight River, was obtained.

Prof. Kinney having retired, the board of directors employed J. L. Noyes, of Hartford, Conn., to take his place.

On the 17th of September, 1866, Mr. Noyes and family, with Miss A. L. Steele, assistant teacher, and Miss Henrietta Watson, matron, arrived in Faribault to carry on the work already begun. This year chronicles the appropriation of fifteen thousand dollars by the legislature for the first permanent building for the deaf and dumb on the site already mentioned, and the next year, the foundation of the north wing of the present edifice was commenced, and February 5, 1867, the corner-stone was laid by the governor, in the presence of the members of the legislature. The citizens of Faribault had now contributed funds to purchase fifty-four acres of land, for the use of the institution, and by appropriation and purchase, in 1882, more was added, making the present site nearly sixty-five acres in all.

Buildings.—On the 17th of March, 1868, the north wing was occupied by the deaf and dumb for the first time. This was a day of great joy to the pupils and all concerned with the school. The building was designed and arranged to accommodate fifty pupils; sixty was the maximum.

In May, of the same year, the blind pupils were added to the deaf-mutes, and soon the quarters became too strait for the occupants. During the year 1869, the foundation of the south wing was laid, and the superstructure was to be a building suited to accommodate the girls, with class-rooms for the blind. These two wings were of equal size, and stood ninety-six feet apart, with a temporary passage between them.

September 10th, 1873, the school was re-organized, with the boys occupying the north wing and the girls the south, with appropriate rooms for the blind in each.

As early as 1872, it had become evident that a permanent separation of the two classes for whom the institution was designed, was desirable, and an appropriation for the erection of a separate building was asked for, which the next legislature readily granted. The home-property of the original settler and founder of the city, Alexander Faribault, at that time coming into market, it was purchased for the new home for the blind. It recommended itself for such a purpose by its beautiful situation upon the high bluff overlooking the town from the southeast, and commanding an extensive view of the valleys of the Straight and Cannon rivers, and the early and extensive improvements made by its former owner, by which immediate possession was obtained of ninety-seven acres of land, and twenty years' growth of ornamental, shade and fruit trees and shrubbery. A commodious building for the use of the blind was speedily erected, and in the fall of 1874 they were removed to their new quarters, *about one mile from the building for the deaf and dumb, and placed*

under the immediate charge of Prof. A. N. Pratt. At the close of the first year in this new home, Mr. Pratt retired from his connection with the school, and J. J. Dow, superintendent of the public schools of the city of Austin, was selected to fill the place thus made vacant, and he is still in charge of the blind department.

The places vacated by the blind were soon filled by the deaf and dumb, and in 1875, the plans of the main centre building were completed by the architect, Monroe Sheire, Esq., of St. Paul, and steps taken towards completing the entire edifice. In the fall of 1879, the entire building, main centre and the two wings, were occupied by the pupils, and the school re-organized under the most favorable circumstances ever enjoyed in Minnesota. The entire edifice is admirably ventilated, and warmed by steam, lighted by gas, and abundantly supplied with pure spring water.

It is worthy of note to mark the steady growth of the institution in periods of five years each. Five years after the passage of the first act establishing the institute in Faribault, the school was opened. Five years later, the north wing was completed and ready for occupancy. In five years more, the south wing was erected and occupied by sixty pupils, and the completion, furnishing and heating of the main centre building marks a period of five years more. Every advance has been made as the circumstances of the school demanded it, and not upon conjecture, or mere probabilities. It is confidently expected that the buildings now provided will afford ample accommodations for the deaf-mutes of the state for the next ten or fifteen years. The object kept in view has been to build substantially, in good taste, with an eye to utility and the wants of the future, and in a manner becoming a state enterprise.

It was the result of no pre-arrangement, or contract, that the same architect drew the plans of the entire building—the main centre and two wings—at three different times and under three different contracts. Whatever, therefore, of success has been attained in the effort to unite the three portions in one symmetrical, harmonious whole, is due to the architect in faithfully carrying out the instructions of the board of directors. And, fortunately, a majority of the directors have remained on the board during this building period, and have had ideas, more or less definite, in regard to the deaf and dumb, and the size and nature of the buildings required in providing for them.

The entire cost of all the buildings erected, by the state, for the deaf and dumb, in Faribault, together with heating-apparatus, will, in round numbers, amount to \$200,000. This outlay for one school seems large, and yet it is for all time, and is moderate in comparison with what neighboring states have expended.

School for Imbeciles and Idiots.—The importance of establishing at an early day a school for the care, education and training of feeble-minded children and youth, has been recognized by many citizens of the state. The *first public* advocacy of such a step was made in the annual report of the superintendent of the deaf and dumb, who had from time to time been obliged to remove such unfortunate youth from the school under his charge. As early as

1868, attention was called to these children in his annual report, and the same was emphasized in 1877. The state board of health also advocated the movement in their annual reports.

The legislature in 1879 took up the subject, and established in Faribault an experimental school for idiots and feeble-minded children, under the same authority and management as the deaf and dumb, and the blind, and made appropriations for two years.

The next important step in this enterprise was to find a man fitted by education and experience to take charge of this new school. The writer entered into correspondence with the superintendents of kindred schools in the United States, attended the conference of superintendents held at the institution for feeble-minded children, Lincoln, Illinois, and finally recommended Dr. George H. Knight, son of the late Dr. H. M. Knight, founder and superintendent of the Connecticut school for imbeciles, who himself greatly aided the enterprise by his zealous, personal efforts, and saw his son inaugurated as acting superintendent of this new department. During the first year and a half, twenty-five children were admitted, nearly all taken from the insane asylum of the state, and the results of this experimental school were so satisfactory that the legislature in 1881 made this school one of the permanent institutions of the state, and appropriated money for a building in Faribault, and made it part of the institute already located there. A good substantial building has been erected and thoroughly equipped for the work, with nearly fifty children admitted and in process of training. Thus it will be seen that by these several enactments of the state legislature the institute founded in Faribault has been enlarged till it embraces what in most of the states comprises three separate institutions, viz., a school for the deaf and dumb, a school for the blind, and a school for idiots and imbeciles. And so far as unity of aim and purpose in doing the work for the state, and economy in its management, and freedom from impartial and unjust legislation are concerned, this union of three schools under one board of control is wise and timely, and it will remain so, just as long as competent men are placed in authority over it.

Method.—The methods employed in the work of instructing and training the deaf and dumb, have been those in common use in the older state institutions at the east, and known as the French-American system of signs, and the combined method, together with a well-arranged system of industrial schools. The sign-language is taught, not as an accomplishment, nor as an end, but as a means to an end. No better method has been devised by which the mass of deaf-mute children can be initiated into the meaning and construction of the English language, than by the use of natural signs, as now employed in all the older institutions for the deaf and dumb in the United States and Canada. It is simply using the known to obtain a knowledge of the unknown. And all other devices have failed to bear the test of protracted experience.

Combined Method.—By the combined method is meant the union, or combination, of the sign and oral systems, so far as the condition and ability of the pupils will warrant. Recognizing the fact that quite a number—not over twenty per cent.—of the deaf dumb children received into our schools, have some knowled

spoken language, or by natural endowments, possess the ability to acquire considerable knowledge of speech, provision is made to teach articulation and lip-reading, so far as circumstances warrant and the pupils give evidence of the proper ability. There are a few schools which use only the oral method of instruction, but they fail to educate all, and the sign method has been found to succeed in many cases where the pure oral system failed; hence the wisdom of the combined method.

Industrial Classes.—In 1869, a cooper-shop was opened, in which the mute boys were taught coopers. Having been well satisfied with the result of this experiment, in due time a tailor-shop, a shoe-shop, a printing-office, and a department for dress-making and plain sewing were organized, and all of these have been continued with highly beneficial results. The forenoon is given to school exercises proper, and the afternoon to industrial work. By this method habits of industry, skill and regular physical exercise are formed, and at the end of their course pupils are graduated with minds that can think, and hands that can use tools skillfully. Thus these unfortunate, dependent children become useful, independent citizens through the aid and bounty of the state.

Manner of Support.—As this is strictly a state institution, the support comes from appropriations made by the legislature from time to time. The funds for buildings and improvements come from the same source.

The products of the farm and garden contribute something toward the table supplies, but at best they yield only a small part of what is consumed during the year.

The shops are hardly self-supporting. As a whole, when once provided with shops and a complete outfit of tools, they have, as a rule, just about met current expenses. Hence they cannot be regarded as a source of pecuniary profit or revenue, even under the best management. As fast as the boys become skillful workmen they leave, and more boys take their places to repeat the same thing in a few years. But the knowledge and skill are valuable to the graduates in after years.

Directors.—The condition of affairs in the institution at this time may be indicated by stating that the board of directors consists of Gov. L. F. Hubbard, Hon. D. L. Kiehle, *ex-officio*; Hon. T. B. Clement, President; Rev. George B. Whipple, Vice-President; Hon. R. A. Mott, Secretary; Hudson Wilson, Esq., Treasurer; Hon. George E. Skinner.

Officers and Teachers.—J. L. Noyes, superintendent; George Wing, Pender W. Downing, Mary E. King, Ellen M. Franklin, Fannie Wood, Anna Wicktom, teachers; Dr. P. G. Denninger, physician; Mrs. A. R. Hale, matron; Horace E. Barrow, steward; D. F. Munro, foreman of tailor-shop; J. R. Sendner, foreman of shoe-shop; George Wing, editor of the *Companion*; Philip Slaver, foreman of cooper-shop; Mrs. S. M. Perry, mistress of sewing-room; A. B. Irvine, engineer; N. P. Rood, night-watch.

Pupils.—One hundred and sixteen pupils were in attendance the last term, twelve of whom completed the prescribed time or course in the school, and graduated at the close of the term in June last. The

deaf-mute pupils have deported themselves in such a manner that not a single expulsion has occurred in the last sixteen years.

Finance.—The finances of the institution are in a good condition, the legislature never having declined to make the necessary provision for buildings or support, provided there was money in the treasury. The citizens of Faribault and the state generally foster the school with special interest and personal pride, and look upon it as one of the most beneficial institutions the state has established. It is not local or sectarian in its work, nearly all classes, nationalities and almost all the counties in the State being represented in it.

The Mutes' Companion.—This little paper, issued every two weeks of the school-year, is edited by one of the teachers, and the work of setting the type and printing, besides considerable job-work, is done by the pupils themselves. It pleads the cause of the deaf and the blind in many a household, and, by way of exchange, in many of the papers throughout the state, and brings to the reading-room a copy of nearly all the newspapers published in Minnesota. Many copies of papers and periodicals from other states are obtained in exchange for "The Companion," and thus the reading-matter for the pupils is greatly enlarged, and they are thereby provoked to habits of reading and thought, which, without "The Companion," would be wholly lost. Parents and patrons, by it, are called into a deeper sympathy and interest in this school and its benevolent work.

Change of Organization.—A slight change in the management of the institute has been made that deserves a passing notice. From the commencement of this state enterprise there has been only one board of trust, one superintendent, and one steward, until May 19th, 1881, when with entire unanimity on the part of the board, and the hearty approval of the superintendent, the latter was relieved of all care and responsibility in regard to the blind department and the school for idiots and imbeciles, and Prof. J. J. Dow and Dr. George H. Knight were appointed superintendents of their respective departments, so that at this writing Minnesota has in Faribault a trinity of humane and benevolent institutions under one board, one steward and three superintendents, all working together, not only harmoniously and zealously, but efficiently and economically; and are illustrating by practice what no other state has done—that these three institutions can be successfully and satisfactorily managed in one place and by one board. The state has heartily endorsed the plan, and successive legislatures have appropriated the funds necessary for their establishment and support with great unanimity, and with reason, for the improvements have all been made, the buildings erected, and the current expenses met by the appropriations, and as a rule, a balance left in the treasury.

It is but giving utterance to public opinion in the state, to say the buildings are first-class in construction, well located, well adapted to the work, and no stealing and very small profits to contractors.

Some Results Realized.—Two hundred and eighty-five deaf and dumb children have been received into the institution since it was organized. A large majority of the graduates learned a trade and

at school and have become quiet, useful and industrious citizens, possessing the respect and confidence of those who know them and earning a comfortable living. A few have been very successful. One is the editor and proprietor of a leading country newspaper. Another is a highly esteemed book-keeper in a large banking-house. Six have entered college at Washington. One is the fore-man of a cooper-shop. Three have been successful teachers of the deaf and dumb. A few have excelled as type-setters. Fourteen have married and have fourteen children, and as parents and citizens are acting well their part in life. There are others who, as farmers, coopers, shoemakers, tailors and laborers, are earning an honest, comfortable living, and no longer eating the bread of dependence. Not one, so far as heard from, has become a vagrant or an idler, trying to make capital out of his misfortune.

The graduates are realizing more deeply every year how much the institution has done for them. Isolated from society, shut out from public lectures and Sabbath instruction, which they enjoyed at school, they failed to grow in intelligence and knowledge of worldly matters like persons with all their senses. Reading and writing comprise their medium of communication with others, and in this sometimes they are deficient.

The nature and objects of the institution are becoming better known, and parents realize more than formerly the importance of an education and a trade for the deaf and dumb, and moreover that this cannot be obtained at home, or in the space of four or five years, even under very favorable circumstances. In order to realize more effectually what the institution has been doing, the reader should go to some of the homes of these children and contrast the sadness, gloom and despondency that had settled over the hearts and minds of once happy, loving parents, and mark the contrast as the cloud disappears before the joy, intelligence and usefulness of the graduate as he takes his place in society and the world. In instances, not a few parents have found language inadequate to express their gratitude for what has been accomplished. As the educated deaf-mute proves the comfort in sickness, the stay and staff in age to many parents throughout the commonwealth, the beneficial results of this state institute will widen and deepen in ratios beyond computation, and in values that money cannot equal.

After the reading of this paper Mr. GUDGER said:

One topic discussed in the paper is that of articulation. This gives a desired opportunity for an expression of opinion upon this important subject. I am thoroughly convinced that all deaf-mutes should be instructed by the oral system. Two years ago we began a class in articulation. The success it made in one year induced us to form another class one year ago, so that we now have two classes taught by this method. The first class was drawn from a hat, the names of twenty new pupils being placed therein, and ten being drawn for an articulation, and ten for a sign class.

The second class is composed of the new pupils (nine) received last year. The success in these two classes has been all that we expected. Of course some of the pupils are brighter than others, but there is no greater difference than there is in classes taught by the sign system. Should we find, after a thorough test, that articula-

tion is not the best method, of course we shall abandon it. If any pupils should lose by being placed in such a class, extra time will be given. Our object is to benefit deaf-mutes and not to promulgate new theories, or hold to old systems simply because they were used by our fathers. In this day of advanced development in literature and science, we should keep pace with the times.

REV. DR. THOMAS GALLAUDET—I want to ask one question, whether these pupils were under oral instruction out of school as well as in school?

MR. GUDGER—Our school-hours are from 8 A. M. to 2 P. M.; from 8 to 8:30 we have sign exercises for those who are instructed by signs; from half past one to two the same; from 7 to 8 P. M. is study-hour; those who study by signs are under the sign-teacher, and the articulation-pupils are under the articulation-teacher. It is impossible to prohibit the use of signs upon the play-grounds; therefore we make no great effort to do it. All play in the same yard and eat at the same table, sleep in the same rooms, and are together at all times except in the school-room. The articulation-teachers do not understand signs.

REV. DR. THOMAS GALLAUDET—On Sunday, do the same articulation-teachers have the articulation-pupils for the purpose of giving articulation instruction?

MR. GUDGER—The articulation-pupils are under the articulation-teachers at all times.

QUESTION—Do the children under oral instruction attend lectures on Sunday?

MR. GUDGER—They go with the articulation-teachers. The classes all meet at the same time. I have been asked how many there were in the classes. We had at the beginning twenty pupils, ten under the sign-teacher, and ten under the articulation-teacher. Now we have nineteen under two articulation-teachers.

DR. MACINTIRE—Are the blind and the deaf and dumb in the same institution?

MR. GUDGER—Yes, sir.

QUESTION—In the same building?

MR. GUDGER—Yes, sir.

QUESTION—Does the principal give instruction to the blind also?

MR. GUDGER.—We have a large building, with two wings—one for the deaf and dumb, and the other for the blind. They are in the same institution, and occupy, partially, the same grounds. At the same time, the play-grounds and rooms are separate. The principal does not instruct in either department.

THE PRESIDENT—Has any experiment been made in the institution to teach colored children?

MR. GUDGER—No, sir. In a separate building, one mile from the main institution, there are thirty colored children under the same board and under the same principal, with a separate teacher in charge. No instruction has been given in articulation, and none will be given at present. I have good reasons why I attempt to make no change. North Carolina was the first state in establishing

institutions for the colored race, although other states are falling into line. We are educating the colored deaf and dumb and the colored blind; but in our state the classes are separate. Our taxes are gathered at so much *per capita*, according to the number of pupils, and the colored get their proportion. I have taken peculiar pleasure in sending my reports to the various governors and legislators and prominent men in all the southern states, and I think but few years will elapse before we shall establish in all the states institutions for the deaf and dumb and blind of the colored, as well as the white race.

DR. GILLETT—I am very much interested in what Mr. Gudger has said, and particularly interested in the remark that North Carolina is the first state in the union to provide for the colored deaf-mutes. Illinois has had an institution for colored deaf-mutes for over thirty years, and we see no reason yet, in Illinois, why “a white man is not as good as a nigger.” We have not been able to make any special provision for them. What we provide for the whites, we think is good enough for the colored. They have always had admission to this institution on precisely the same basis and the same advantages that the whites have had, and there have been no bad or unpleasant effects of influences growing out of that association; but it is unnecessary to discuss that question here. There seems to be an almost uniform concurrence in the opinions announced in the paper of yesterday, and I suppose we largely concur with what the gentleman has said about oral instruction to deaf-mutes. One hundred and fifty deaf-mutes in this institution are taught every day articulation, and so far as my observation goes, the success of teaching them articulation a half-hour a day, and giving them association with the other deaf-mutes in their classes, on their playgrounds and about their work, is about as good as I have seen illustrated in any institution that claims to be a purely oral institution, which I have ever yet seen. I know it is sometimes said that an institution is a purely oral institution, and that signs are forbidden, but I have yet to visit the first institution of that character where the deaf-mutes do not use signs, and I know that the children of the institution represented here yesterday do use signs among themselves, and you might as well undertake to make water run up hill as to prevent two deaf-mutes, when they get together, from talking with one another with signs. It is contrary to nature. It never has been done, as I believe, and I think it never will be done; and yet I am, so to speak, an advocate of oral instruction. I believe that every deaf-mute who is capable of learning orally, ought to be taught to use his voice. I think there is a large number of them who can be taught to speak orally with very great success; but there are others who, by reason of peculiar mental traits (sometimes, perhaps, by reason of mental and physical indolence), cannot be brought to make the necessary effort, and become successful in the use of oral utterance. I would be very glad if it were possible to banish from this institution all signs, provided we could so bring into vogue and use oral instruction so that it might be called successful; and while I have been trying since 1868, when, at the conference of principals at Washington, I advocated, substantially, the same views that I advocate this morning, and it was

thought almost heresy to the profession, yet I have not been able to discover that we can utterly dispense with signs in the instruction of a large portion of this class of unfortunate children.

'Now, it was supposed yesterday,' by some, that my remark, when I threw out a sort of challenge, was intended to assail oral instruction. Oral instruction of the deaf has not a better friend in America than I am; but because I am a friend to oral instruction, I do not propose to ignore or repudiate the interests of those who cannot be benefited by instruction of that kind. There may be in North Carolina an unusually and exceptionally bright, quick and intelligent class of deaf-mutes, which we are not able to find in a state no better developed, intellectually, than the state of Illinois. If we had such a class of deaf-mutes, we should certainly be glad to try oral instruction upon it. We are pressing into that method of instruction just as fast as deaf-mutes will bring intellects and minds and industrial mental habits that will enable us to do it. Our motto is, to do the greatest possible good to the greatest number.

My remark, yesterday, was not intended to apply to oral instruction, but to thoughts suggested with reference to experience. Now I endorse that paper; but then there are a good many things that can be said on the other side. Experienced lawyers and aged physicians were referred to. I can point to aged physicians who are starving to death. They have had long experience. So in the ministry, and in all the walks of life, you can find men said to be experienced, and yet they are distinguished failures. It does not follow because a young man (and I am a young man myself) might have been established six or eight years in the instruction of the deaf and dumb, that by virtue of that fact he is destined to be eminently successful. He may possibly have been instructing a class in a deaf and dumb institution for twenty years, and the board wishing all the time he would resign. Teachers can be found whose experience is one of the very worst characteristics of those individuals. Now we all know that it is a very difficult thing—that it is almost impossible—to secure a thoroughly competent teacher of deaf-mutes. I could show you half a bushel of applications on file in my office, to take persons as instructors into the institution; and sometimes I have had some very animated conversations with some excellent friends, who want to put their young friends into the corps of instructors, and persons, sometimes, with those to whom I am exceedingly sorry to say, no. A good woman came, some months ago, and recommended a young person who was thought well qualified. I said: "Certainly, I would be glad to employ an experienced teacher; how long has this person taught?" "Ah!" she said, "she has never taught any yet." "Well," I said, "what would you do in this case? You are a lady whom I respect; suppose you purchase a number of yards of silk or velvet, would you take it to a girl who never in her life made a dress, or would you take it to some experienced dress-maker?" She replied: "I would take it to a dress-maker, of course." "What for?" "Because I do not want the silk or velvet spoiled." "Yet," I said, "you bring this teacher, who has had no experience, and put twenty-five young minds under her charge, and let her practise upon them for three or five years, in order that she may learn how to teach. You will not have the silk spoiled,

care for the sacrifice of a dozen or two dozen immortal minds." "Well," she said, "I never saw it just that way before; I don't know but you may be right." Nevertheless, the fact remains that we are obliged to take persons who have not experience. But I want to impress upon young persons here, who are looking forward to a career, that you should not aim to be known as individuals who have had experience, so much as young men and young women who have accomplished success. I do not care whether your success is the result of an experience of one or two or more years. I had rather have a good, thoroughly competent, enthusiastic teacher of three or four years' experience, than an old, incompetent man or woman, who merely occupied his time and drew his salary.

Another question was alluded to yesterday. It is a practical question, and we want to look all these questions squarely in the face and honestly. It is a question of superintendence. It does not, by any means, follow that, because a man has been a thoroughly successful teacher, therefore he is going to be a thoroughly successful superintendent. There are qualifications of mind and habits that are wanted for successful management of successful business enterprises, that do not enter into the class-room or school-room. Now, suppose you have an institution that is thoroughly equipped with the most capable teachers, and you have all the appliances that could be desired for the transaction of their work, and yet your superintendent is not capable of managing the business of the establishment; he is not capable of administering the discipline of the establishment; I do not care if he is as eloquent as Demosthenes, his institution will be in a muddle, and he will paralyze and destroy the efficiency of his teachers.

Now I say these things, my friends, not because I mean to oppose the paper of yesterday, but because it is well to remember that all arguments are not on one side. When the trustees of an institution stand face to face with the fact that we have an important enterprise, involving a large expenditure of money every year, and that they must make it a success if possible, if they cannot find a man on this continent who is capable of taking the business affairs of an institution, and demonstrate that he is thoroughly conversant with the nature of signs, they cannot do otherwise than provide a man who can manage an institution in all its various departments and enforce its discipline, while the efficiency of teachers shall be made available to the greatest possible extent.

Now I throw out these thoughts because I know there is a gentleman present who is full on the other side, and he proposes to reserve the privilege, as chairman of the convention, of closing the discussion. I want to hear from our excellent president on this question:

DR. E. M. GALLAUDET, the president—I can hardly refuse to accept the challenge from my old friend, given in such a manner as this, although I do not imagine we are so wide apart in views as he might believe, and perhaps it is a mere joke that he thinks we are. However, there is one phase of this question which I think it is important should be attended to, and to which he has not referred; and without locking horns and joining issue in the old-fashioned way, I may say a word with regard to this point which may

possibly lead to good results. I feel interested in the paper read yesterday by Prof. Brock, because I think it touched certain points which were vital. As to the mere matter of the appointment of a superintendent, or the possibility of certain changes, the governing board of an institution may think it wise to select a certain man of marked ability, who has not had much experience in teaching the deaf and dumb, but who is evidently, for other considerations, fitted to take the position, and who will certainly make up, at an early date, for the deficiencies which may exist growing out of his non-experience. I can certainly see that such a case might arise, where it would be right and best for a board of directors to call to the headship of an institution a man totally without experience in the management of the deaf and dumb, and in the management of such an institution; but it is well to remember that such a case must be regarded as one of the rare exceptions. What should be the general practice, is a point that should be borne in mind. My fear has been, from the course of certain institutions, that it might come to be regarded by the community and legislatures and boards that it was well enough to take anybody with a reasonable amount of executive ability, and place him at the head, and let the drudgery be done by other people. Any such general opinion would be extremely hurtful to the best interest of the great cause of the education of the deaf and dumb. It would be hurtful in many ways. Not only would it, in a majority of cases, lead to the bringing in of men not fit to perform their duties, but it would demoralize the teachers, and be disheartening to a body of earnest, faithful, capable men and women who are working in the profession, and have a reasonable ambition and hope that, some day, they may be promoted from the labors of the class-room, and from a subordinate position to a higher place in the profession. I think the general adoption of such a practice would be baneful to the profession, and to the cause of deaf-mute instruction.

But there is another phase of this subject which is of greater importance. I think that such a practice as that entered upon merely through inadvertence, or through the carelessness of a board of trustees, without any implied influence, would work out its own cure. The bad results would be so soon apparent, that the great heart of the people, referred to yesterday, would put an end to any such general practice.

But the second point, which I felt was of great value and importance, was in reference to appointment to place for political considerations. I feel with reference to that, that when the time comes that boards of directors can unblushingly take a man who has nothing to recommend him to the position of the superintendency of an institution, no qualifications that ought to place him in charge of an institution, and that that example is followed by the boards of directors in other institutions, and by politicians in the various states; when the management of our institutions is under the political system of a state, and the day comes when, with every change of the political atmosphere, every coming up or going down of a party, there is to be a sweeping out of those who hold these positions, and a putting in of others for political reasons, then has come the darkest day that ever dawned in the history of deaf-mute education in this

country. I will go further, and say that whenever any position whatever in our institutions is vacated or filled for political considerations, a mortal blow is given to the welfare of our cause.

I value Prof. Brock's paper for another reason. While he pointed out this evil, which certainly has an existence, (for there have been things done recently in several institutions, that lead us, who have their interest at heart, to entertain serious forebodings), he points out the way in which, in all probability, such results may be avoided; and I trust that his suggestions, which I second very earnestly, may come to the knowledge of many boards of directors. It seems to me that had that policy been generally adopted years ago, this possibility of great harm to our institutions through the interference of politicians might have been avoided. The suggestion was this, as you will remember, that as these institutions are sustained by the state government, and as circumstances bring them under the control of men of opposing political parties, that from time to time, as vacancies occur in the boards of directors, in the headships of institutions, in the *personnel* of the institutions, some pains should be taken that both parties be represented. Then, in any change of a political character, when the governor inquires how a given institution is organized, and who they are that are filling the positions, drawing the salaries and doing the work, it may be answered, "Oh, they have never been appointed for political purposes; they are members of both parties." So with boards of directors; both parties should be considered. Sometimes one party is in power, and sometimes another; but these institutions should be as non-political as the instruction in the public schools should be non-sectarian. If these institutions can be managed in this way, it seems to me that the whole danger of political interference may be done away with; and in our work in the institutions of the deaf and dumb, we may hold up a beacon light that may shine through the whole country, and give heart and courage to those who are laboring in the grand work of civil service reform in all departments of our national as well as state governments throughout the land.

My good friend, Dr. Gillett, has said that I might take the other side. I do not think that we have differences of opinion that are at all serious. If he wants me to fight, however, he must tell me at what point to strike.

PROF. NOYES—I did not suppose this debate would be drawn out by the paper I read, but it has interested me. I want to add a word or two, but will be very brief. I consider that one of the matters of prime importance in an institution for the deaf and dumb, is the one indicated in our discussions here, and the paper read on Sunday afternoon. I cannot, for the life of me, see how a board of trustees who have in charge an institution for the deaf and dumb, can select for the responsible head of that institution a man who cannot explain the golden rule, or teach the principles of morality, in person himself. He ought to be the patriarch of the household; he ought to be the man of God there. He ought to hold out by precept and example, in every way possible, the great truths and precepts that the institution ought to impart to the children under his charge; and how a man, as I have known in one or two instances, can accept that position, when, if called a fool

or a blockhead to his face by his pupils, he will not know it, I do not understand; nor how a board can appoint such a man superintendent. Not only is he to be a teacher, but he is also to be the disciplinarian of the household. How many times do parents say to the superintendent or principal, "be kind to my boy." He cannot make the sign for "kind." I can conceive this, and have seen illustrations of it here on this floor. I recollect hearing a worldly man say, "I have on hand an important enterprise; there is money in it; now I would like a man of experience, but cannot put my hand on him; what must I do? I will take the man that I think has brains, and just as soon as I can give him experience, he is the man I want." So with regard to running an institution for the deaf and dumb; if you cannot get a man of experience who has the qualifications, get a man of brains; he will get experience the quickest, and then he is a valuable man; and when you have such a man, stick to him. The man at the head of the institution must be the godly man of the household, the disciplinarian of the household, the executive head; and how he can be all this without experience, I know not.

Besides, if you have a fractious, wild, reckless boy in a class, and the teacher says "he is a nuisance, dismiss him and send him home;" that is easily said and done, but is it right? Is it right to turn out a boy who is troublesome and let him drift into the poor-house, the reform school or the state prison? I think not. If there is any one thing I glory in, in my work in Minnesota, it is this: I have never expelled a pupil in my sixteen years' experience as superintendent, and I hope I never shall feel it my duty to do it. When I have a bad boy, I labor with him until I find a soft spot in him, and then I can hold him. I had a boy once who was a thief. I labored with him and showed him his faults, which he could not deny. After a few days I took him alone into an upper room, and said: "I am sorry to use this strap, but I will take half the blows myself." I began using the strap; he was stubborn as a mule. Then I said: "There is the strap, and there is my hand." When he struck one blow he broke down; I had conquered him, and after that I never knew him to take anything without permission. Such work as this is a sort of a superintendent's business, and if not his, I do not know to whom it properly belongs. But in order to do it right, he must know signs, and have experience, too.

There is just one other thing. Dr. Gillett has alluded to it. A man at the head of an institution must be a man to present the cause before the public. He should know how to meet men, and should have that deliberation and independence of opinion that he may hear from every officer and servant in the household plans and reports and suggestions, and yet go along and mind his own business. He must be a man of independence enough to hear these, and know what is right, and go straight forward and do it, and not undertake to follow this man or the other. He must be a discreet man, and one who knows how to deal with human nature.

MR. KENNEDY—I do not rise to make a speech, but merely wish to add my voice to the idea expressed in the excellent paper in favor of experience out of the class-room. I have found out the advantage by experience.

DR. GILLETT—And so did the pupils.

MR. KENNEDY—I suppose every young man and young woman remembers the first day he or she went into a school-room to teach the deaf and dumb. Was there not a great chasm between them? The idea is that men and women should begin as supervisors, and get acquainted with the boys and girls, their methods and language, and then when they enter the school-room they will begin to teach, and not merely keep school.

PROF. DRAPER next read his paper on

THE PREPARATION OF ADVANCED PUPILS FOR COLLEGE.

It has been said that the most important part of a man's education is received at his mother's knee. Certainly early influence goes far to control later development. Nowhere is this more true than with reference to the fitting of pupils for college. The mission of the College at Washington is but to carry onward what the institutions have well begun. It seldom lays the foundation of scholarship and character; scarcely even does it shape the building; its powers go rather to strengthen, solidify and adorn the structures that other and earlier hands have wisely reared.

The present is, therefore, a suitable time to speak of this preparation. In doing so, I shall mention the several subjects which have most engaged my attention in those who have come to the college, and in their careers while there.

English.

Here, as must always be said in referring to the education of the deaf, the first and foremost requisite is the ability to use and to understand the English language. It is the ladder upon which the student must rise, from the time when, in his first year, he grapples with algebraic problems, until, as a senior, he traces the subtleties of Butler's Analogy. Some students, not wanting in other respects, have failed, and with many, success has been incomplete, for the lack of this single ability.

It would, perhaps, not be proper for one who has had less experience in the earlier stages of instruction than many here present, to advance theories as to methods of teaching English; nor is such my intention. But there is one *practice* of which, it seems to me, too little is made. I refer to the use of connected language in ordinary intercourse with advanced pupils. No doubt we use speech, writing, or the manual alphabet, in the school room; they convey the formal question and answer. But at other times we, instructors as well as pupils, are, I fear, apt to fall into the easy *abandon* of the sign-language; whereas we all admit that speech, writing, or dactylology can profitably be made the habitual, customary and constant means of intercourse with pupils.

If instructors cultivate a habit of addressing advanced pupils in one of these ways, will not the pupil soon respond? Will they not, in time, form the habit themselves? Will they not come to feel the fact that to fall back upon the sign-language is to confess weakness? I think so, for nothing teaches like example; and, the habit once formed, their improvement in idiomatic English will be certain

to follow, for it will proceed upon the axiom that practice makes perfect. Many examples of its efficiency are in mind. The latest impressed me not a little. Only a few days ago, a bright Irish boy of twenty came to see me. He came from the institution under whose hospitable roof we are met. His hearing was lost in infancy—before he could speak. I addressed him at once by spelling, expecting to see him nonplussed, but he replied readily in the same way, and for a quarter of an hour we conversed entirely by spelling. Sometimes he hesitated a little; he used quaint expressions now and then, but I do not recall a single mutism. I asked him how he arrived at the power, and he said one of his teachers had often told him to spell—to spell habitually.

Contrary cases, of advanced pupils who cannot express even common-places in good English, are all too plentiful. We see young men of fine ability, advanced in study, possessed of much information. In the sign-language they can express a wide range of ideas with clearness and cogency; but if asked to spell, they flounder and “mouth” and wriggle, finally sinking back, abashed, into the easy, fluent, expressive, but (in its effect upon English) chaotic and mischievous language of signs.

Is it not true, and even self-evident, that all such would be greatly helped if early led to a habit of spelling? And can we lead them to that habit more effectually than by setting them the example?

Arithmetic.

A second and indispensable part of the pupil's preparation is arithmetic. Indeed, it may be said that this and English are the mental legs upon which he must stand at the start. With a good preparation in these, there is little doubt of his success in other studies.

Arithmetical principles so underlie all mathematics, that the student who has grasped them will find his path through the higher branches comparatively clear. Much, also, will be gained to his whole mental character by the development of his power of attention, and his ideas of order, value, proportion. “Teach a boy arithmetic thoroughly,” says John Bright, “and he is a made man.”

As in the teaching of English, so in arithmetic, I think less depends upon the theory than upon the practice. Given a pupil fairly intelligent, a teacher sympathetic and patient, and given much time in which to twist and turn and practice upon each principle involved, and success is assured. In the earlier stages a great deal of purely mental work is most helpful; employing dactylology, or, if possible, speech, and not using the pencil at all. Afterwards I would give written examples upon each principle—very many examples—greater in number and variety than any single text book affords.

I many Institutions I think too little time has been given to arithmetic. Pupils who seemed bright, or those who possessed the “fatal facility” of scribbling English merely, have been passed on to the higher branches before they were fairly grounded on the rudiments of arithmetic. The later was my own case, and the consequences have not ceased to hamper me.

In arithmetic, as in English again, the difference is most marked between the pupil who has learned to express himself in connected language, and one who has not. There are those who can "do" examples in abstract numbers all the way from addition to cube root, but cannot define a decimal fraction, nor construe the language of simple problems. Such pupils, when they come to the higher branches, may work well in a book like Wentworth's *Geometry*, which demonstrates theorems wholly or chiefly by the employment of algebraic and other methods, but they stumble sadly when required to use one like Loomis's, which employs the language of reasoning to reach the same end. This is doubly unfortunate, since there are no better examples of the language of reasoning than good text-books on geometry afford.

I am happy to end this portion of my paper by saying that there has been a marked improvement in arithmetic noticeable among the pupils who have come to college in the last few years.

Lip-Reading.

Owing to want of time, some important subjects cannot be formally taught at the college. Among them are articulation and lip-reading. Regular instruction in these requires much time—more than a student can command, who is expected to write daily in three studies, as well as to write and correct the attendant exercises. Hence the student's improvement in articulation and lip-reading will depend mainly upon his own efforts. He will have abundant opportunities to practise, in his intercourse with students intelligent and skillful as himself, with the many hearing persons in and about the college, and with his friends outside.

But I confess my fear that, as to lip-reading, not much can be expected from these sources. Not because the students do not value lip-reading, but because lip-reading cannot satisfy their social needs. When we pick out sixty or seventy of our oldest and ablest pupils, and place them together to pursue studies under a common system, the social result is precisely the same as it would be if they could hear and speak. There is fun and friction, mental rivalry, and endless debate. No indistinct utterance will then suffice. The passions and emotions thus aroused will burst forth in whatever language is at once most natural, most flexible, most forcible, and most keenly appreciated by spectators.

Can any method of intercourse which involves lip-reading, answer to this description? Does any one ever see the swift jest run round the happy circle by means of lip-reading—see it tossed about, twisted, turned and returned with that brevity which is the soul of wit? Does the impetuous democrat ever tackle the confident republican in that manner? Can disputants attack and defend the theory of evolution by reading one another's lips? Is Childe Harold ever quoted to one in that way, or Hamlet burlesqued? And are all these things done with ease and pleasure to actors and spectators?

Such passages, expressed by signs and spelling, are of constant occurrence among the students. To many of them to whom Providence has vouchsafed no other natural utterance, the sign-language is prose and poetry and music. For many purposes it is free and

boundless as speech itself. It does not minister to their social enjoyment alone; not to mention the lectures of the faculty, the public exercises of their literary society, made possible by signs and spelling, have been a source of great benefit to them—improving their English, sharpening their wits, increasing their self-possession, and impelling them to acquire the stores of information necessary to attack and defend effectively. Moreover, their hearing friends outside often delight to learn the manual alphabet. It is to them a new accomplishment, as well a certain and speedy means of communication. Scores in Washington, if not hundreds, have learned it. Often in my walks some roguish urchin or sweet-faced little girl, whom I never saw before, will put up a hand and spell to me.

From all this it results that, while many students improve in speech, very few do in lip-reading. Those who do, must possess uncommon powers of self-denial. Not only is their mental horizon contracted, but their intercourse, even upon common-place topics, is greatly restricted. In the nature of things, lip-reading must be more or less slow, labored, tentative, uncertain; and where there is a constant demand for patience on the part of both speaker and seer, there can be, in general, no such thing as enjoyment.

But while I think it unwise to overlook the limitations of lip-reading, I beg not to be misunderstood. Far from wishing to disparage it, I have a keen appreciation of its value. One of my greatest regrets is, that it was not my good fortune to study it as a boy. And this is written for that reason, because I esteem it so highly, and therefore would have it taught to all proper subjects, and its importance impressed upon them when, if ever, it can be done effectually—in the plastic years of early youth.

Trades.

Another most important part of the student's preparation for life, which, for reasons already stated, cannot be taught at the college, is the mastery of a trade.

Some go to college, thinking of it as a road to a teacher's position and freedom from manual labor. We must remember that this is not true of the deaf alone, but of young men in general at this time. It is often a fatal mistake. Positions involving intellectual labor alone, fall to comparatively few; and should a student fail of one, nor know a handicraft, his case is indeed deplorable. What can he do? He can peddle, or get "odd jobs" of unskilled labor, or a little ill-paid "copying" now and then.

But the educated man who also knows a trade, is the king of existence. Even Franklin congratulated himself that he could not fall into want, for he would go back to his types and imposing-stone, if necessity drove; and this at the height of his prosperity and fame—when the world was echoing with Turgot's sentiment, that *eripuit cælo fulmen sceptrumque tyrannis*. Therefore, however brilliant the pupil's prospects, however much he may justly hope from a collegiate education, let him learn a trade; let him be encouraged to hew to the line; to push the plane to a nicety; to marshal the types; to till the paternal acres; and then, if his higher aspirations fail, he will still have a sure resource against the pinch of want or the shame of dependence.

Tobacco.

There are some personal habits, generally begun in early life and very difficult to eradicate, against the formation of which I think we ought to guard our pupils. The use of tobacco is one of them. I trust I do not approach this question in any pharisaical spirit. I do not lift my hands in holy horror when the aroma of a good cigar floats to me on the breeze. I can readily admit that for persons of a certain age and temperament the habit of smoking may be harmless. Yet, in wishing to protect our pupils against the habit of using tobacco in any shape, I stand upon a principle which, I think, will be assailed by no one, and certainly by no physician. It is this: that for very young men—for boys—the use of tobacco is always and necessarily hurtful. A narcotic so powerful, being habitually absorbed by a growing and immature organism, must tend to deaden the action and stunt the growth of that organism. Common sense assures us of this, and science confirms it. I need not speak of minor objections—of countenance disfigured and soiled, of fetid breath, of stained rooms, halls and doorways, of expense, of the danger of arousing appetites which crave still more mischievous drugs.

If we recognize the fact that the use of tobacco by boys is an obstacle in the path of their mental and physical improvement, that is reason enough for persuading them either not to form the habit at all, or to put it off to adult years, when their judgments, their purses, their brains and bodies, will be better able to sustain it.

Exercise.

This whole subject of the right physical growth of our pupils, is deserving the greatest attention. The same causes that render them deaf, often leave seeds of weakness in their systems which develop when any strain is put upon them. Whatever we can do to bless them with sound and well-knit frames is among the first of our duties, for thereby we shall store up energy and temper, without which their best gifts will be of little worth. The friends of the college have long perceived this source of failure, and sought to provide against it. During the past year the students have enjoyed an excellent gymnasium and swimming-pool. Regular attendance at the former is required. Exercises, under a special instructor, are both concerted and individual. The results have been gratifying, but it will be seen that much will be gained if the pupil's own attention is early directed to this matter, and his efforts guided.

Expensive gymnasia and instructors are helpful, but not indispensable. Exercises in concert can easily be invented or taken from books, and older pupils can act as instructors. Let the pupils have, too, as much time as possible for independent exercise in the open air. All the better it will be if officers and instructors take a hearty interest in their sports.

Morals.

The last point to which I shall direct attention is also the most important of all. When a graduate leaves the college halls, how shall we estimate his present worth and future promise to society? Not mainly by his intellectual and physical excellence. The keenest mathematician, the most brilliant essayist and the fleetest runner do indeed gather in the prizes of their day; but the true prize man is he who gives most promise that he will pursue a career characterized by energy, by courage, by largeness of heart and fidelity to duty. With such a character would we endow our graduates, one and all; but often the power to do so resides not so much in the hands of the college officers and instructors, as in those of institutions and primary schools. The spring and the streamlet may be guided, but the river sweeps on resistlessly.

Moreover, the college is and ought to be a place of comparative freedom. We cannot girt the students about with rules and guards. They are approaching manhood, and must learn to stand alone. There is, indeed, at the college, but one vestige of institutional control; certain hours are set apart which, it is understood, shall be devoted to study. But the wisdom of even this rule is already debated, and its abrogation is, perhaps, only a question of time. The student must maintain his rank in scholarship, and avoid open offense; otherwise he is free. For any boy, therefore, the change from institution to college is a transition. While he inherits a wealth of time to use or misuse, he has little experience to guide him. Whatever, then, can be done in advance, to strengthen his self-control, is of the first importance. Besides a general influence to this end, I think some simple text-book on morals could be profitably used during the last year at the institution. Worth more than all will be the earnest, warning and affectionate words of some principal or teacher whom the pupil loves and respects.

In a paper like this, perhaps a spirit of criticism may seem to exist. If so, it is utterly disclaimed. All is said from a consciousness that the work of the college is largely dependent upon that of the institutions. Each will be helped by a sympathetic correspondence with the other. The college would take your best pupils and return them to you and to society with stronger bodies and abler minds, with firmer characters; but it relies not wholly upon itself—it craves all kind and intelligent assistance. And what is written is written purely to that end.

The convention then adjourned.

AFTERNOON—FOURTH DAY.

The convention was called to order at 3:20, Prof. Noyes in the chair.

Discussion of the papers read in the forenoon being in order,

PROF. E. A. FAY said: We attach so much importance to sight reading, that we should try to find time for oral instruction. I think the greater reason why articulation is not taught at the college, is that children, when they come, are too old. If a pupil reaches eighteen years without instruction, it is too late to make a beginning. I can assure the members of this convention that when pupils in the institutions are fit to carry on their higher education by means of speech, we shall be glad to adopt that method in the college.

PROF. GORDON—I am gratified by the paper presented by my colleague. I must emphasize one point, and that is, the importance of practising, by means of the manual alphabet, by the older pupils in our institutions. That is a point on which too much stress cannot be laid. I fear some of our superintendents do not attach sufficient importance to it. It has been said that any conversation carried on by the manual alphabet, is dull and uninteresting. That may be so; but I have in my mind what was related by a brilliant instructor of the deaf and dumb, formerly a teacher in the New York Institution, who told me that he had frequently related incidents solely by spelling, to his class, and that without anything except what he could convey through the manual alphabet, he had brought the class to tears; and what he did, many others can do. He told us something about attempting to put our pupils into communication with the outer world. It is well known to those who are familiar with what is done in our institutions, that, generally, deaf-mutes of our country enjoy opportunities not enjoyed by deaf-mutes of other countries; that their education is carried to a higher point in this country than in any other, by means of what we sometimes call the American system. There remains, however, this obstacle, that it is difficult for our graduates to communicate freely with the outer world. Now, if the mountain will not come to Mahomet, perhaps Mahomet had better go to the mountain. I think we do not attach sufficient importance to the manual alphabet as a means of communication with the outer world. If this convention, and if other conventions, would make it a point to insist that the pupils in the common schools throughout the land should learn the manual alphabet, our pupils would have very easy means of communication with their fellow-citizens. I hope the day will come when the children in the public schools will use the manual alphabet.

DR. PEET—In corroboration of this view, which has just been given, with regard to the use of the manual alphabet by hearing children, I would state that the children of educated deaf-mute parents, who are obliged to converse with their parents by means of the hand, and who, in acting as interpreters between them and the hearing world, naturally wish to give them the exact language in which communications are made, resort to the manual alphabet rather than

to signs; and that these children generally are earlier enabled to express themselves correctly in written languages than other children. I have seen so many instances of it, that I regard it as the best possible proof of the value of the manual alphabet, not only to deaf-mutes, but also to hearing children; and I attach so much importance to this instrument, that I have made it the very basis of our system of instruction in New York.

It is different from writing in this: When you write upon the blackboard, or upon paper, you give none of your own personality. It is something apart from the speaker; it is not seen in action. Everything is looked upon at a single glance, and it is a single picture. But, in seeing the manual alphabet, each letter disappears just as articulation disappears in speech. Each word passes from the sight as soon as spelled, just as each word passes from the ear as soon as spoken. Literally, they are *epea pteroenta*. There is a personality about the manual alphabet which attaches to no other form of verbal language except speech; and in articulation schools, you will observe that the words which come from the mouth are to the deaf mere signs of sounds; or, more properly speaking, of the powers of letters, and really denote no more than the letters given by the hand; so that, in comparing speech and the manual alphabet as instruments in the instruction of deaf-mutes, it is very important that we should consider which is most distinct to the eye; which will convey the language employed in such a way as to be most easily and exactly recognized. Now, if I use speech, and spelling at the same moment, the deaf-mute looking at my lips sees a succession of the powers of letters; looking at my hand he sees the letters themselves. In this exercise it will be seen that the movements of the hand are very much more distinct than those of the mouth; and to deaf-mutes neither gives anything but the visible signs. It is a great mistake to suppose that in teaching the deaf you should use exactly the same instruments that you are using in teaching those who hear. Spoken words have their counterpart in the ear, and though comparatively indistinct to the eye, strike the ear of the hearing person with force and clearness. Manual signs, however, have their counterpart in the eye, through which they are much more distinctly recognized by the deaf, so that it is a sort of contest against nature to make the motions of the lips hold a higher place in their instruction than the motions of the hand. For that reason I am a great believer in the manual alphabet as superior to articulation as an instrument in the instruction of the deaf. One represents language just as truly as the other. Both, as I have said, are to the deaf only forms of spelling; but practically, in conversation, there is a greater difference between the two than there is in print between long primer and diamond type. Instruction by the manual alphabet as the principal instrument of expression, differs from instruction through signs in this respect: If the teacher teaches through the manual alphabet, which is, so to speak, a part of himself, and not separate, as the writing is on the blackboard, he is giving one word after another to the eye of a deaf person; just as in speech we give one word after another to the ear of a hearing person. The question arises: Is it possible by means of the manual alphabet alone, without the aid of pictorial signs, to give

the deaf-mute a knowledge of connected verbal language? It is, but we have got to begin at a low point and creep up a plane, inclined by almost imperceptible degrees, until in time we have taught the pupils to use language with success, with perspicuity and without ambiguity; but it is a very slow process. And here I would remark, in passing, that some teachers believe in what is called the "Intuitive Method." They think that if they use language to a deaf-mute, whether by speech or by spelling, under all sorts of circumstances, the deaf-mute will come to understand this language even, although there may be nothing, so far as any one can see, to indicate the meaning of the words. This, however, on account of the great amount of sifting it requires to separate, so to speak, a few grains of wheat from an immense amount of chaff, is even a slower process than the one just mentioned. As a matter of fact, the deaf-mute, from his earliest childhood, thinks in the language of pictures: He might draw these pictures on paper to bring out his pictorial thoughts, or he might make hieroglyphics as the Egyptians did; but practically he sees a shorter way in which he may express his thought, namely, by going through the action expressive of that which he has seen by mental vision, and which in his mind is the form which ideas assume. This is, in fact, what is called the language of signs, a language of pictures produced by action. So strong is the propensity to think in pictures, that deaf-mutes in their waking moments are hardly able by the exercise of memory to distinguish between what they have imagined, and what they have seen, so that sometimes the recollections of the deaf are exceedingly unreliable, because what they have imagined, and what they have seen, appear nothing but a part of the same changing panorama. When two deaf-mutes come together, one contrives to describe to the other the pictures he has in his mind, and the other tells his pictures. If I want to tell a deaf-mute that I wish him to give me an idea of a certain thing, and express it in pantomimic language, I tell him to give me a sign picture of it, so that under whatever circumstances a deaf-mute may be instructed, whether under an articulation teacher or a teacher who uses signs, the pictorial idea will always be found to exist. We must recognize this as the natural way, in which the deaf-mute thinks; and when an institution is fifty or sixty years old, there will grow up a language of signs which is capable of expressing almost any idea that may occur to the mind. Taking advantage of this, we, in New York, consider that we need not teach the deaf-mutes the language of signs. What we want to do is to teach the language of words, and we do it in this way: The teacher addressing the pupils, by means of spelled words, requires them to respond in signs to show that he knows the meaning of these words.

The most important confirmation of the fact which I mentioned a few minutes since, that deaf-mutes think in pictures and make signs spontaneously to represent these pictures, is made by our blind children. I have two deaf, dumb and blind pupils. They talk by signs just as naturally as the other deaf-mutes do. They never see a sign, and yet they make exactly the same signs that the other pupils do. In teaching them the English language, I take advantage of this circumstance, and spell the words of a sentence to them,

letting them feel my hand as I do so, and require them to make the sign for each word as thus given, so far as they are able, giving the sign myself when there is a single word they do not understand. The signs are made appreciable to them by their taking hold of the wrist of the person making the sign. In this way everything said in their presence is interpreted and made intelligible to them.

THE PRESIDENT—Did they learn the signs?

DR. PEET—One did and one did not. One had the opportunity of seeing signs made from the age of nine to the age of twelve. The other never saw a sign in his life.

After a deaf-mute has been taught simple words we begin to spell simple sentences to him, and require him to give the sign corresponding to every word that is spelled. If I wish to say "This is a very pleasant day," the pupil, as I spell, will say in signs, "This is a very pleasant day." If I should say "This is a delightful day," when I came to the word "delightful" he would perhaps shake his head as much as to say he did not know what it meant, then if I spelled the words "very pleasant," he would make the sign therefor, and thus come to understand that "delightful" meant very pleasant. Thus would his vocabulary be increased in the most natural manner. Then would I would repeat the sentence in the form of a question, so that in reply to the interrogatory: "Is this a delightful day?" he would say "Yes." In this way we proceed in the instruction of our pupils, according to a methodical plan, in which all the difficulties of language are gradually introduced, and in which the different modifications of subject and predicate are presented, in which grammar is taught systematically, and in which there is nothing whatever left to intuition, to mere hap-hazard.

We use spelled words first, and then require the pupil to make the corresponding sign. Then whenever we have occasion to relate any incident, we use the spelled words rather than signs. In the chapel, at public worship, and in the daily lectures that we give in the last half hour of every day, we use the language of signs, pure and simple in all its power, but in the school-room we use only spelling. I never make a sign to a single pupil in our private intercourse. In the chapel, addressing the pupils as a body, I always make signs.

I will give you an illustration of the definite effect of verbal language upon a deaf-mute. The father of one of our pupils came to us one day, and wished to put a certain number of questions to his son in respect to a recent escapade in connection with which we had summoned him to come and talk with his son. I translated into signs the questions of the father, and I found that the boy was beginning to indulge in subterfuge, and by the analysis of signs he was able to carry out this subterfuge to such an extent that we could not get a definite answer from him. "Now," said I, "I will try a different method." I spelled the questions to him, the boy making a sign for each word as I spelled it. When he came to a word he didn't know, I told him the meaning, and then the boy gave exact answers to every question. He was obliged, definitely, to show the meaning of every single word in the sentence, and subterfuge was prevented; in giving definite answers there was no mistake.

I want to go a step farther. During the last year at Tarrytown, where we have fifty little boys, and where every pupil is obliged to learn articulation as well as written language, the highest class of ten little boys—taught articulation together, not because they had more adaptation for it than others, but because they were doing other things together—had been in the habit of receiving all communications by means of the manual alphabet, and, having shown by signs that they understood them, of reproducing them in written language. I suggested one day, after they had been taught a year in articulation, that it was about time to try the experiment of superseding the manual alphabet by articulation. I was surprised to find that although the lady to whom I made this suggestion, was not the regular teacher in articulation, but was the one who had been accustomed to teach them by means of the manual alphabet, and to require her pupils to make signs corresponding to the spelled words, they were able to take sentences from her lips, spell the words, make the corresponding signs to show that they understood her, and turn to their slates and write these sentences, and then speak them. This is my idea of a combined system of teaching the deaf and dumb; and although this system is in its infancy, I have reason to believe that it may be carried out far more fully than has been considered possible.

THE PRESIDENT—We have with us this afternoon Rev. F. H. Wines, who was with us yesterday for a time, and who is willing to give us some interesting matter concerning the statistics of the deaf and dumb. It is proposed that Mr. Wines should occupy a little time, and that the regular meeting be moved forward. If we are not able to finish all the papers this evening, we can finish them to-morrow morning, together with the discussion.

MR. WINES was introduced and spoke as follows [upon the black-board he had tables of figures to which he referred]:

Mr. President, and Ladies and Gentlemen: I am obliged to you for this opportunity of speaking, since I cannot be here to-morrow. I have not very much information to give, but I can explain to you why the census figures for the deaf and dumb are not yet ready for publication. I am aware that the principals of institutions for the deaf and dumb in this country are anxious to obtain these figures, and I have given them to you, I think, in round numbers. The census will develop the fact that there are in the United States about 95,000 deaf-mutes.

The delay in publishing the exact figures is due to the very great difficulty of making the necessary corrections. Some of the discrepancies noted are attributable to errors on the part of enumerators, who frequently mistake for mutes persons who are simply hard of hearing. By including in our special schedule a column for the reply to the question: "At what age did this person lose his hearing?" we made it possible to eliminate from the original census returns a large number of names of persons reported as deaf-mutes, who were not deaf-mutes at all. For instance, if it is said that a certain person became deaf at the age of fifty years, or still worse, at the age of seventy, we drew a line through that name and said: "This is no deaf-mute; he must come off the list." In other

cases idiots have doubtless been reported as deaf-mutes, because they are popularly said to be "dumb;" but these are cases not so easy to discover.

One fertile source of error, which it has required an immense amount of labor to rectify, is the duplication of the same names by different enumerators, as when a mute is reported both as an inmate of an institution in one state or county, and as a member of a family in another. In some cases we have found the same person reported three times; once at school, once at home, and once in the place where he was employed at work. These may be taken as specimens of the difficulty, I may say the impossibility, of securing anything like a correct enumeration of the defective classes.

Very often the enumerator has intended to describe correctly the person meant, but through inadvertence or some visual defect, such as astigmatism, he has put his check-mark in the wrong column, and so has reported a man really blind as a deaf-mute, or one really mute as blind. There is no end to the possible sources of error in taking the census; but persistent effort has enabled us to correct some of the most glaring mistakes, though, of course, we do not know, and cannot know, how many we have failed to detect.

One of our greatest difficulties has been the fact that so many are reported as belonging to more than one of the defective classes. These are technically called, in the census, double and treble inclusions. For example, some are deaf-mutes and idiotic; others deaf and blind; others deaf, blind, and idiotic; or deaf and insane. The possible complications of misfortune are numerous and distressing, as well as perplexing. We are now engaged in an effort to reduce their number, and we do not feel justified in publishing any of the results until we have completed the task of correcting, not one class only, such as the deaf or the blind, but all the classes, all our lists, of which there are seven. We cannot depend upon our results as final for any one class until we are through; and how long it will take to get through no one can tell. It depends upon the number of clerks and the amount of money the superintendent of census places at my disposal. In statistical work it may be taken as an axiom, that we cannot have any degree of accuracy the cost of which we are not willing to meet. While on this subject of complications, I may say that we found on our lists perhaps seven hundred deaf-mutes who were reported to be both deaf and blind. On consultation with the president of the convention (Dr. Gallaudet), and with Dr. Gillett, and with some others, we agreed that no such result was possible. What was to be done? Nothing except to hunt out, upon the original population schedule, the names of every person so reported, and to find out, in each individual instance, the true state of the case by special correspondence with the friends. We wrote to each of them, asking: "Is this man (or woman) really a blind deaf-mute, or is he simply a blind person who has lost his hearing? or is there some error in the report of the case, and what is it?" Think what a task this was, especially in view of the fact that the enumerators do not give the post-office address of the families visited. In like manner, we found that there were about three thousand cases, or more than four times as many, reported to be both deaf-mutes and idiots. We are now corresponding with those families.

Thus, step by step, we advance somewhat nearer to the goal of ideal accuracy of statement, which continually recedes before us, as new difficulties, not thought of before, present themselves to be surmounted. But I, for my own part, do not feel that it is right to publish, as correct, figures in which we know that there are still discoverable errors to be eliminated. If, however, we publish advance statements which require subsequent amendment, the corrections afterwards made never do overtake the erroneous figures given out in the first place. This is why I have never printed any bulletins of the defective population. But whenever a superintendent or principal has asked me for a manuscript copy of the original lists of deaf-mutes or blind, we have always furnished it (at the cost of the party applying for the same) in its uncorrected state. The great use of these manuscript lists to superintendents is the opportunity which they give them to hunt up the deaf-mutes and blind in their respective states, who are of school age but not at school, and to bring them to avail themselves of their privileges and to secure an education. We will be under very great obligations to superintendents who have these lists, if they will furnish us with any information in their possession which will enable us to correct them further.

This is all I care to say about the work of the census, but I would like to show you one little statistical result, which may interest you. As has been said, we included in our schedules the inquiry: "At what age did the person lose his hearing?" The answers received are tabulated on the sheet which I hold in my hand (exhibiting it). This sheet contains the record of the reports made in 22,473 cases, which is a sufficiently large number to enable us to draw trustworthy conclusions, although there are some twelve or thirteen thousand cases not reported. The form of the table is peculiar in one respect, since, as you see, the paper is ruled not only perpendicularly and horizontally, but also diagonally in two directions. This mode of ruling is my own device, and the utility of it consists in its rendering it easy to add the recorded figures diagonally; that is, to make diagonal additions. By this means I am enabled to show how many living deaf-mutes lost their hearing in each separate year, beginning with the first of June, each year, from 1770 to 1880. For instance, all deaf-mutes who were less than one year old at that date, must have lost their hearing at some time between June 1, 1879, and June 1, 1880; while all deaf-mutes who were one year old and less than two, and who lost their hearing before their first birthday, must have lost their hearing between June 1, 1878, and June 1, 1879; but if they lost their hearing subsequent to their first birthday, then between June 1, 1879, and June 1, 1880; and so on. If we look diagonally across the paper thus (indicating by signs), the number in each of these diagonal columns represents deaf-mutes who became deaf in 1879-80, then in 1878-79, and so back to the year 1770-71. I have traced it all out, and it only remains to show you the result.

TABLE

Showing the number of deaf-mutes living June 1, 1880, who became deaf each year, since the year 1770.

Year.	No.	Year.	No.	Year.	No.	Year.	No.
1879-80	-----	1869-70	751	1859-60	527	1849-50	453
1878-79	161	1868-69	655	1858-59	496	1848-49	219
1877-78	207	1867-68	721	1857-58	484	1847-48	264
1876-77	300	1866-67	710	1856-57	402	1846-47	221
1875-76	414	1865-66	794	1855-56	422	1845-46	350
1874-75	472	1864-65	797	1854-55	349	1844-45	308
1873-74	750	1863-64	776	1853-54	382	1843-44	287
1872-73	1,168	1862-63	692	1852-53	303	1842-43	209
1871-72	1,067	1861-62	642	1851-52	349	1841-42	215
1870-71	769	1860-61	470	1850-51	260	1840-41	153
Ten years...	5,308	.....	4,048	.....	3,914	.....	2,509
1830-40	318	1820-30	200	1819-20	147	1809-10	81
1834-39	139	1826-29	93	1818-19	54	1808-09	36
1837-38	158	1827-28	111	1817-18	73	1807-08	46
1836-37	135	1826-27	95	1816-17	77	1806-07	15
1835-36	125	1825-26	95	1815-16	73	1805-06	27
1834-35	188	1824-25	120	1814-15	83	1804-05	37
1833-34	141	1823-24	88	1813-14	49	1803-04	23
1832-33	126	1822-23	89	1812-13	45	1802-03	11
1831-32	157	1821-22	100	1811-12	55	1801-02	11
1830-31	105	1820-21	67	1810-11	43	1800-01	7
Ten years...	1,592	.....	1,058	.....	699	.....	294
1799-1800	23	1789-90	3	1779-80	..	.....	..
1798-99	10	1788-89	..	1778-79	..	.....	..
1797-98	11	1787-88	2	1777-78	..	.....	..
1796-97	6	1786-87	..	1776-77	..	.....	..
1795-96	4	1785-86	..	1775-76	..	.....	..
1794-95	4	1784-85	4	1774-75	..	.....	..
1793-94	8	1783-84	..	1773-74	..	.....	..
1792-93	1	1782-83	..	1772-73	..	.....	..
1791-92	9	1781-82	..	1771-72	1	.....	..
1790-91	1	1780-81	..	1770-71	1	.....	..
Ten years...	71	.....	9	.....	1	.....	...

The numbers, as you perceive, diminish as you go backward. This is true, generally, and is as we ought to expect, because more deaf-mutes who became deaf between 1860 and 1870 are now dead than are dead who became deaf between 1870 and 1880. But I must call your attention to the surprising fact that the largest numbers, 1,168 and 1,067, are for the years 1872 and 1873. Since the year 1873, according to the table given, the number of deaf-mutes has steadily declined, until for the two years preceding June 1, 1880, we have only 161 deaf-mutes living at that date. This cannot be. Such a result is a palpable contradiction of the principle just enunciated. According to analogy there should have been more deaf-mutes who became deaf in 1874 than in 1873, still more who became deaf in 1875, and so on. Supposing that the number for each year after 1873 was, however, neither greater nor less than in 1873, there must have been nearly 6,000 deaf-mute children under seven years of age, who were not enumerated in the census, which illustrates the fact that in very young children, for statistical purposes at least, little consequence is supposed to attach to the infirmity of deafness.

THE PRESIDENT—The diseases of childhood which produce deafness come between those ages.

MR. WINES—That is true, but I will answer the suggestion. The president remarks that the decline in the number of deaf-mutes as shown, since 1873, may be because, since that date, the diseases of childhood have not produced so many deaf-mutes as prior to the year named. But that remark does not explain the fact that the number of congenital mutes has also declined in a similar proportion, which cannot be so.

TABLE.

Year in which deafness occurred....	1873.	1874.	1875.	1876.	1878.	1879.	1880.
Total number.....	1,168	760	472	414	300	207	161
Congenitally deaf.....	348	271	203	202	130	105	46
Non-congenitally deaf.....	820	479	269	212	170	102	115

Now what is the explanation of this apparent anomaly? I think that my statement is correct. In proportion to the degree of their youth, the younger deaf-mutes are not enumerated. Fewer deaf-mutes who are babes in arms are enumerated than at the age of three years, and fewer at three years than at seven. The apparent maximum at seven is not the actual maximum. The actual maximum is at some younger age not yet ascertained.

I have in another table (pointing to the board), arranged the 22,473 cases by periods of five years, and reduced the number in each quinquennial period to a percentage of the whole, showing the number of cases occurring in each period reduced to a basis of 10,000 cases in all.

TABLE.

Period.	No.	Per cent.	Period.	No.	Per cent.
1781-1785.....	4	.0002	1831-1835.....	717	.0319
1786-1790.....	5	.0002	1836-1840.....	875	.0389
1791-1795.....	17	.0008	1841-1845.....	1122	.0499
1796-1800.....	54	.0024	1846-1850.....	1387	.0617
1801-1805.....	89	.0040	1851-1855.....	1643	.0731
1806-1810.....	205	.0091	1856-1860.....	2271	.1011
1811-1815.....	275	.0122	1861-1865.....	3377	.1503
1816-1820.....	424	.0189	1866-1870.....	3641	.1620
1821-1825.....	464	.0206	1871-1875.....	4236	.1881
1826-1830.....	594	.0265	1876-1880.....	1082	.0481

This table will enable us to calculate the probable number, approximately at least, of children of school-age in the United States who are deaf-mutes. We may assume that children are of proper school-age from five years old to twenty. If, of 10,000 deaf-mutes, there are:

Between five and ten..... 1,881
Between ten and fifteen..... 1,620
Between fifteen and twenty..... 1,503

Total..... 5,004

then, there must be, of 35,000 deaf-mutes, three and one-half times as many, or in round numbers 17,500, which is precisely one-half of

the total number. Will Mr. Fay be kind enough to tell us how many are actually in school?

Mr. FAY—Between six and seven thousand.

Mr. WINES—That would go to show that not many more than one-third of the mutes of school-age are in school. Some of those not in school have, it is true, passed through the school and left it for some profitable vocation in life. But there is manifestly a great work to be done by principals of institutions in the direction of getting hold of these unfortunate children, and bringing them into the institutions. In this work I trust that our lists, however imperfect, will be found to be of material assistance.

I wish now to call your attention to one other interesting fact, before taking my seat. I have separated the 22,473 cases reported into two groups—the congenital and non-congenital mutes:

TABLE.

Period.	Congenital.	Non-congenital.	Total.
1781-1785.....	4	0	4
1786-1790.....	5	0	5
1791-1795.....	15	2	17
1796-1800.....	48	6	54
1801-1805.....	79	10	89
1806-1810.....	162	43	205
1811-1815.....	193	82	275
1816-1820.....	279	145	424
1821-1825.....	328	136	464
1826-1830.....	423	171	594
1831-1835.....	477	240	717
1836-1840.....	601	274	875
1841-1845.....	719	403	1,122
1846-1850.....	895	492	1,387
1851-1855.....	998	645	1,643
1856-1860.....	1,462	809	2,271
1861-1865.....	1,639	1,738	3,377
1866-1870.....	1,759	1,882	3,641
1871-1875.....	1,585	2,641	4,226
1876-1880.....	483	599	1,082
Total.....	12,154	10,318	22,473

The remarkable fact concerning this table is that among the younger deaf-mutes the majority are reported as non-congenital, while among the older deaf-mutes the reverse appears to be true. Under fifteen years of age there are 3,827 congenital and 5,122 non-congenital mutes; while above that age there are 5,196 non-congenital and 8,327 congenital mutes. The superior ratio of congenital to non-congenital mutes become more and more marked as we push our researches further back. This may be accounted for by assuming that congenital mutes have a better prospect of life than mutes whose deafness is due to disease; or it may be that the older mutes are more likely to report themselves as deaf from birth, through the failure of their recollection as to the date when deafness did occur; or possibly parents are less likely to think and speak to the enumerators of children who have been born deaf than of those who owe their infirmity to some severe illness which has impressed itself deeply on the parents' mind. Whatever may be the explanation, the fact is worthy of notice.

I could, of course, make additional observations in this connection, but I do not wish to weary you. Concerning the census I will only add that we have not counted anybody as a deaf-mute whose deafness is said to have come upon him later in life than the age of sixteen years.

MR. MACINTYRE—Do you rule out the blind?

MR. WINES—No, sir. One thing more with regard to the report which I had hoped to make. I have corresponded with all the principals of institutions, and have informed them that I should make a very elaborate report, giving the history of the origin and growth of institutions for the instruction of the deaf and dumb in this country. I expected and intended to discuss methods of teaching, and to illustrate my report with biographical notices of teachers and descriptions of the buildings, accompanied, so far as practicable, with wood-cuts. These promises were made in consequence of my having been informed by Gen. Walker, the superintendent of census, at the time when I accepted the work of special agent, that I would not be limited in the scope of my investigation, nor in the amount of money necessary to be expended in making it thorough and complete. Our purpose was to present the subject in such a way as to explain fully to our own people and to foreign nations what we have done and are doing to lighten the burdens entailed by misfortune. But owing to the failure to secure funds sufficient for carrying out Gen. Walker's original plans, the work has been contracted, and I do not now know precisely how much I can do, or will be allowed to do. I fear that much which I had planned and for which more or less material has been gathered will have to be dropped. I regret this more than any of you can. I make this public apology to those who have assisted me in any way, and who may be disappointed if it should prove that I have awakened expectations which it may be out of my power to fulfil. I still have hope that I may carry out my original scheme, but it is not an assured hope. I did intend to set you up, but now I do not know whether I can do so or not.

MR. WINES stated to the convention that he would be glad to escort about Springfield all the members who would like to make that city a visit.

DR. GILLET announced that if gentlemen and ladies passing through the building were disposed to look at some of the examination papers of the pupils at the close of the last term, they would find them lying on the desks in the reception and class rooms. They would find endorsed on the back of the papers the age, class, number, name of pupil and the exercise in which the examination consisted.

Papers were next read by

Prof. Haskins, Dr. G. O. Fay interpreting, and by Prof. Lester Goodman, Prof. E. A. Fay interpreting; also a paper by A. L. E. Crouter, Rev. Dr. Thomas Gallaudet interpreting.

THE NECESSITY OF A MORE SYSTEMATIC INSTRUCTION OF DEAF-MUTES.

By Prof. Haskins.

We think a lack of system to be the great fault in the instruction of our youth in general, and of deaf-mutes in particular.

The minds of the young seem to be regarded as being like the stomach of the ostrich in the respect that it is capable of digesting anything; and we proceed to cram knowledge into them with the indifference with which the average sausage vender feeds his sausage mill, regardless of the kind and quality of meat, and using strong pressure to make it go down. No wonder that the mind, thus clogged and confused, becomes dyspeptic, and refuses to perform the functions of a vigorous and healthy growth. How often have we seen the deaf-mute child, whose eyes have just been opened from the blindness of ignorance, instead of being led gradually into the light, and given time and opportunity to develop the strength of his intellectual sight, pushed so suddenly and impetuously into the light of knowledge that his mental vision becomes dazzled and confused, and, like one of old, he sees men as trees walking. And so persistently is this crowding and pushing kept up through his whole term of school, that he is never able to recover his mental equilibrium. We don't give him time to think for himself. We seem to forget that the mind of the deaf-mute has within itself the living, active, vital principle of thought, which needs only to be drawn out and developed; and are too apt to regard it as a mere memorizing machine, which we are bound to feed all the tit bits of knowledge it is able to contain—thus acting upon the principle that the deaf-mute is incapable of developing knowledge for himself.

In the case of deaf-mutes we seem to ignore the great fundamental law of true teaching, that principles should be taught and not facts. That teacher, that text-book, is a failure which uses facts in any other way than as illustrations of principles, or as means of developing principles. Teach them principles, and how to use them, and they will work out the facts for themselves. As the blacksmith draws out a crude piece of iron, tempers it and puts an edge on it, and makes it an instrument of active usefulness, so it is the great object of education to draw out the youthful mind, and make it an active tool to be used in the accumulation of knowledge, and not a passive, inanimate box or receptacle of the knowledge found in the text-book or unloaded by the teacher. It should be our first aim to develop the minds of our pupils in such a manner that they will learn to think independently and connectedly, and not be mere machines in the hands of the teacher, turning out no more than is put into them.

But, that we may have systematic and connected thought, we must have systematic and connected instruction, and this can be done only from the basis of principles. Of course there are exceptions to all rules, and while the teaching of language may appear to be an exception to the rule I have just mentioned, yet we think there is enough principle underlying the structure of every language to make a thorough, systematic course of instruction preferable to a hap-hazard, go-as-you-please sort of style. When pupils, who have nearly completed a ten-years' course of instruction, say "I runs

and "he run," and make other as common and egregious errors, there must be something wrong somewhere along the line of their development.

Of course we can excuse the nuisance of the almost countless numbers of idiomatic expressions with which the English language abounds; but for stumbling and blundering among the paradigms, for the mis-arrangement of words as they occur in their natural order in simple, plain prose composition, I see no excuse. The remedy is in keeping formulas and model sentences, as principles of the formation of language, constantly before the mind of the pupil until they are thoroughly committed to memory, and the idea represented thereby is indelibly impressed upon his mind. Do not require him to memorize a needless jargon of words and sentences which have no form or construction in common, and which are beyond his comprehension. One, or at most, two or three sentences as models, are sufficient. Do not introduce a new form of a word, or a new relation of words, until he has mastered the old formula and model, and is able to construct correct original sentences from them.

We know a class of less than four months standing, the majority of which in two weeks completely mastered the present tense of the indicative mode by the use of the following formula:

I	}	run	}	1	}	We	}	run	}	II
You						You				III
He						They				IIII
She		runs				Boys				IIII
It						John				IIII
A boy		and								
John		Henry								

For the verb run any other verb may be substituted; and for boy any other noun, and for John any other proper name and so on. Thus by the use of formulas and model sentences as the basis of expression in which different words and phrases may be substituted one for another to express different ideas, the general construction of the language may be mastered with comparative ease, in the course of the average time of school by the average intellect. So that the deaf-mute may be able to express himself in plain, simple language with tolerable accuracy. But of course it would require years of study, reading and practice for him to master the idioms and figures of speech to such an extent that he could use elegant and finished English with any great degree of fluency. Geography should be taught in such a systematic manner that from the position and surface of a country, the pupil will have some idea of the climate, and, hence, a general knowledge of the productions and industries of that country and *vice versa*.

The difficulty encountered by deaf-mutes in the study of arithmetic consists largely in their not comprehending the language of the problem sufficiently well to enable them to weigh properly its conditions. But we think a still greater reason why they are so often at a loss to know the necessary steps in performing an example, is because they are not thoroughly grounded in the four fundamental principles of arithmetic, which may be reduced to two, viz.: ad-

dition and subtraction. The mechanical work is easily learned, but they do not understand thoroughly the relationship existing between these principles and their dependence upon each other, and hence are not always able to make the proper application. When these principles themselves are thoroughly mastered, the battle, so far as numbers are concerned, is more than half won.

Thus in all our teaching should the principles of any branch be so systematically and thoroughly taught that the pupil will be able to apply them with accuracy and ease; while the mind will be gradually developed into symmetry and strength, and the foundation of thorough scholarship securely laid.

That this result may be obtained, not only must there be system and unity in the work of each individual schoolroom; but, that the highest and best results may be reached, there must be unity and system and connection in the whole department of the institution. When a pupil passes from one room to another, the teacher under whose instruction he comes, should be able to know from a regular course of instruction just how advanced that pupil is. Instead of each teacher being left entirely to himself to choose his own textbook and teach whatever pleases his own fancy, there should be a regularly prescribed course of study for him to follow; and until there is such a curriculum in every institution, judiciously chosen and persistently followed, the cause of deaf-mute education will suffer an inestimable damage.

I do not wish to appear forward, in thus expressing my opinion, for I have had only a limited experience in this department of education; but, having been connected with the schools both in the capacity of pupil and teacher, in which some definite plan and no system at all were followed, and coming into the profession from one of the best normal schools in the country where the best systems of instruction are at least supposed to be taught, I do claim the right to assert the superiority of a systematic and definite arrangement of studies over an unsystematic and indefinite one, whether in the education of deaf-mutes or of hearing and speaking children; for, in either case, the mind is developed under the same laws, and should be reached by the same methods only modified by the different avenue by which it is reached.

WHAT IS MOST NEEDED TO THE PERFECT WORKING OF OUR SYSTEM OF DEAF-MUTE EDUCATION?

By L. Goodman.

A review of the past is the surest way to obtain an idea of the future. Thus, if we think of the progress that has been made in deaf-mute education in the last century, the possibilities for further achievement in this direction, among our descendants in 1982, seem almost unlimited. The man who, in the time of George Washington, should have prophesied that, in the future, a college for deaf-mutes would be organized where a deaf-mute, having will-power and industry, could obtain an education which would fit him to take active part in literary, scientific and mechanical pursuits; that there would be organized, in our larger States, institutions capable of accommodating five hundred pupils, of instructing them in the different

branches of hand-labor, of educating their bodies, minds, souls—the man who should thus have described what are now commonplace wonders, would have been called a madman.

Who can doubt that, in coming years, still greater achievements will be made? Such progress has been made that five hundred pupils can live in common for a year, enjoying good health; such advance has been made that our institutions now graduate competent workmen in several different branches of hand-labor. In all that relates to the physical welfare of the deaf-mute, the progress is satisfactory. Is the progress satisfactory in all that relates to his intellectual development? Is the progress, in proportion to the difficulty and importance, as great in the intellectual as in the mechanical department? Examining the recent graduates of our institutions, we should most probably find a poverty of thought, a weakness of expression and lack of manly character that would awaken a degree of doubt in the mind of almost any unprejudiced examiner as to the soundness of the methods pursued. He may rebuke the doubt; he may chide himself for it, and insist that he ought to believe and does believe that, under the circumstances, the best possible is done. But there will be few—at least among those who have any familiarity with the trend and spirit of modern life and scientific investigation—who will not have to exert some force of will to hold fast to the faith in the methods which produce such results. Let us recognize this fact frankly, and see if we can ascertain what there may be in our methods against which the facts brought out by examination seem to militate, and what is a bar to the attainment of better results. Nothing is gained by ignoring our doubts. Let us challenge this one, and compel it to give an account of itself. If the results of our labors are not as great as they should be, there must be sand on the axle somewhere. Either the *pupils*, *institutions*, *methods* or *teachers* are at fault.

Pupils.—The pupil comes to us between the ages of ten and fifteen. With the speaking child this is the time when attention should be given to language and the memory cultivated; accumulation of facts and efforts towards forming correct habits, ready and accurate recollection are the prominent features. As vegetable life exists in the unexpanded bud, as warmth, light, air and moisture are necessary before its unfolding powers are manifested, so the mental power of the mute exists in the untaught and untrained mind. His mental strength manifests itself slowly, and only after the proper influences have been employed does it unfold its power.

His moral power is very low. Moral power is made strong by entertaining right feeling and repeating good acts until they become habits. What chance has he had to entertain right feelings and repeat good acts? Conscience must be developed by proper influences which act upon the motions, will and understanding before it can be relied upon.

In most of our pupils there are possibilities which, could we but let the sunshine in and foster their development, might bring them to the stature of a man. How best to draw out what of capacity there is in them, how best to stimulate their wills, how best to give them a vision of success and the power of realizing it, is a tough problem. Yes, a problem as tough as Gibraltar is given us to solve.

Solve it and we open the sea with its vast treasures to the deaf. Till everything possible has been done to develop the latent capacities of the mute, failure cannot be laid at his door.

Institutions.—Institution life for the deaf-mute is a rational mode of existence. There is good food with healthful work for the day and sound sleep for the night. Institution life has a thousand advantages without any serious inconveniences, and it is, moreover, the only means by which to make instruction and education—those two departments of pedagogy—walk hand in hand. The tendency of institution life is to give the pupil a clear head, a large heart and strong hands. Where, except among his equals, can a child show and develop power, forgiveness, generosity, kindness—in short all the attributes of fellowship.

Living altogether in a constant state of friction, the pupils fashion one another. The life in the institution is a miniature of the life beyond, and by living with his companions at thirteen the boy learns to live with his companions at thirty. And how to live is the great art; to learn that is the great learning.

The deaf-mute cannot, except in rare cases, be educated at home, and, I think, the day school but poorly meets his requirements. What he needs above everything else, is steadiness, system, application. Regularity, system and precision are the wheels on which the institution turns. Institution life teaches equality and submission to authority, for obedience, prompt and unquestioning, is necessary to its existence. It educates its pupils in reverence, which is the root of obedience, and in spiritual insight, which is the root of the higher moral qualities. The diet is better, the exercise wiser, the play hours more joyous, the habits more regular, the life in every way healthier than in the home. The institution develops a fund of manly qualities, which commonly can only be acquired there.

I regard the school and the shops as mutual helps. The pupil who attends a school where he can have some employment outside of school hours has a superior preparation for self support—an increased independence of character. The body must be trained to work while the mind is trained to think. The cunning hand and the cultured brain should be developed at the same time. Experiments have been made again and again as to the effects of alternate work and study, and again and again has it been claimed that the intellectual development in half time at school was as great as in schools where all the time was devoted to intellectual work. The change from mental to purely industrial application affords a healthful recreation, and the training of the hand and eye to precision in doing things is legitimate school-work and not detrimental to study.

With those who are persuaded that they are right in maintaining that what our institutions neglect and do neglect, is amply compensated by that which they have done and are still doing, I beg respectfully to differ.

If we wish to develop mutual activity, we must first see that the brain with the nerves and organs of sense are in a sound condition. This implies the absolute necessity of nourishing these organs naturally. For this purpose a proper amount of good blood in free, undisturbed circulation is necessary.

Pleasure, play, gymnastics and bathing are worthy of consideration. Pleasure is a peculiar condition of mind and body, that flushes the cheek, brightens the eye, quickens the breath, makes the blood course easily, stirs what is stagnant, rouses the animal spirits, increases the powers and puts the whole constitution in a state of beautiful, active harmony. Play teaches children to use and govern all their powers. It is a foe to idleness and immorality. It gives opportunity for free movement of the body, for practice in self-control, for decision and courage. Gymnastics promote valor, unity and genuine morality. It is very easy to construct all necessary apparatus.

It seems in every way desirable that our institutions should give more consideration to attractive amusements and athletic activities, and make a greater effort to place before the teacher, pupils sound in mind and body.

Methods.—In teachers' conventions questions of methods are generally dominant. The live teacher likes variety and anxiously inquires for new methods and the best ones. How to secure the advantages of a method and at the same time gain warm heart-work is a great question; and all the experiments of our most conscientious teachers are simply attempts, to answer it. There is at present a growing need of a science of deaf-mute instruction based upon a rational psychology.

It must not be forgotten by those who are engaged in training the human mind, that an earnest and prolonged activity is the only price that will purchase a vigorous development. As the mind acquires strength only by the exertion of its own powers, it must not be relieved from hard and independent labor by any attempt on the part of the teacher to take the burden of work upon himself. He must not attempt to think and speak for his pupils, nor to consider his work skillfully done when he has made easy, by explanations, whatever is to be performed. Ability to use language is acquired by using it, to solve problems by solving them, and to perform any physical, mental, or moral act by performing it. A law of the faculties forbids the acquisition to be made in any other way. Whatever the method, the basis should be the self-activity of the pupil.

A scientific method can be applied to scientific matter only, and that cannot be found in the language which we write and speak. It must be learned as it always has been, by the slow, illogical process of imitation and experience. Facts which have no logical relationship must be learned by experience alone, and the English language is a conglomeration of such facts. If I were asked what I should do if I desired to advance my pupils in all studies, I should say that I would make it a point to advance them in reading. If I can get my pupils to read, I can get them to study. By as much as they become more expert in reading, so much is the labor of pursuing their other studies reduced, and their enjoyments brightened. Reading is the pass-key to all the doors of the temple of knowledge. I feel that it would be a wise course to banish text books on algebra, astronomy, chemistry, political economy, civil government, etc., as needed information on these subjects could be given in lectures, and a greater effort made for mastering the

English language. Too much time is spent on arithmetic. A child can learn as much arithmetic, on an average, in one hour a day as in ten, for in the hour its mind will take all that it can assimilate. Our pupils, owing to the lack of language, have to keep their minds sitting still, because they are incapable of motions that are not awkward. The abuse of signs dwarfs the propulsive energies and procreative capacities of mind. By using dactylogy, the horizon of the work might be contracted, but the work accomplished would be vastly improved. Dactylogy affords more food or stimulant for perception, conception and reason. It will increase the quickness in perceiving, the readiness in remembering, accuracy in reasoning and skill in doing.

Inasmuch as our methods do not sufficiently make their bases the self activity of the child, lack concentration, dissipate time in attempting too much, and make signs the fat instead of the sinew, they are at fault.

Teachers.—The fundamental matter in the administration of an institution, lying back and beneath all other questions, is the teacher. The one vital condition of a good school is a good teacher. That wanting, system, machinery, money, are fruitless. The school-rooms, apparatus, classification, supervision are important, but wholly inadequate until vitalized by a living teacher. The superintendent does little or nothing for the mute, if he does not see that those he accepts as teachers are well prepared for the work. He who undertakes the awakening, enlightening and guiding of the soul of a deaf-mute, needs special preparation. The testimony of public opinion is that every pursuit of life demanding skill and knowledge, requires also preparation. The preacher, the lawyer, the doctor, the dentist, the engineer, the artisan, the cook, and even the nurse, require special training schools.

The best metaphor yet hit upon for describing the relation between the pupil and his teacher, is the comparison of the mind of the child to the young plant, and of the teacher to the careful gardener. Do you know what the gardener has done? He has transformed the crab-apple into the pippin, and the bitter almond into the luscious peach. That is what we have to do, and let us remember that. We cannot blame the flower for what the soil and the gardener's training have made it. It is said that the farmers who attempt to cultivate the worn-out lands of the eastern slope of the South Atlantic States, destroy their chance for a crop by deep plowing. The thin layer of productive soil on the surface is buried under the stiff and stubborn clay, and nothing comes in response to the farmer's toil. The true science is to utilize the surface and to work downward, by a constant fertilizing process, till a substantial foundation of a deep and fertile soil can be established. The analogy holds good in the education of the deaf. Put in the educational plow up to the beam, and we bury the surface power of quick observation, and find ourselves trying to raise a crop of wisdom and knowledge out of a solid chunk of stupidity or a yielding slush of conceit. The sense-power, which is so characteristic of the deaf, warns us to begin by developing it, and giving it careful direction. We must be content with doing what we can therewith, while we

gradually feel our way inward toward the secret sources of power that lie hidden in the lower recesses of the deaf-mute mind.

Garfield, in a lecture to the teachers' class in Hiram College, said: "When I first taught a district school, I formed and carried out this plan: After I had gone to bed at night, I threw back the bed-clothes from one side of the bed. Then I smoothed out the sheet with my hand. Next I mentally constructed, on this smooth surface, my school-room. First I drew the aisles; here I put the stove; then the teacher's desk; in this place the water-pail and cup; in that the open space at the head of the room. Then I put in the seats and placed the scholars upon them, in their proper order. I said: 'Here is John, with Samuel by his side; there Jane and Eliza;' and so on, until they were all placed. Then I took them up in order, beginning next my desk, in this manner: 'This is Johnnie Smith; what kind of a boy is he? What is his mind, and what is his temper? How is he doing? What is he now, as compared with a week ago? Can I do anything for him?' And so I went on from seat to seat, and from pupil to pupil, until I had made the circuit of the room. I found this study and review of my pupils of great benefit to them and to me. Besides, my ideal construction made on the bed-sheet, in the dark, aided me materially in the work."

This explains Garfield's success as a teacher. Comment is useless. Is there one teacher in our profession as saturated with his work? If not, why not? Only when we teachers are able and willing to seek for such ingenuity, and practice such patience and thoughtfulness, will success crown our efforts.

There is nothing more detestable than a crank-turner in an educational mill. There is nothing more glorious than a live worker; and let us remember that in order to be successful teachers we must ourselves be learners. Our minds should grow every day, and the studies that nourish us should nourish our pupils. It does not matter so much what we study; only let it be something to keep our minds thoroughly awake.

If there be any who think that the life of a teacher of the deaf is one which cannot give scope to high intellectual attainments, they had better grapple more closely with the material and physical questions which can always be seen by eyes that can see. Having so grappled, they may find, as wiser men have found before, how much there is in our profession for him that hath eyes to see and heart to understand.

The model teacher will be a person not only experienced in one single line, but a person of wide horizon, of general culture, of large experience, of a kind disposition, but earnest and severe in his requirements.

It was a very happy circumstance for the Athenian sculptor that the finely veined marble of the Pentelicus was close at hand, but this does not explain the Parthenon. The faultless molding and grouping of the figures that crowded its frieze came from a mind sensitive to the highest beauty and a hand sure and firm in its lightest touch. Given the same quarries and neither Roman nor Spartan could have produced the same result. Attic genius gets world-wide recognition, not because it was fortunate in the material upon which it worked, but because it used what came to its hand

with such transcendent insight into the possibilities of beauty in the unshaped stone. Our cause wants this transcendent insight; our cause wants nothing so much as steady looks at it out of honest, seeing eyes. In all the arts the manner and form of success are due to the material with which the artist works, but the essential success depends upon the artist himself. If his conception of the thing he is to do is great, the picture or statue will disclose greatness, no matter what limitations the age, the time, or the surroundings may impose upon the worker. If, on the other hand, the vision of beauty or touch be indistinct, or the hand that gives it form uncertain and faltering, the fact that the inspiration of a great art age is in the very air of the studio, will not give to the work that which the worker lacks. This is true of the teacher. In a very true sense the competent and conscientious teacher is a great, grand and glorious artist. There are facts in human experience which transcend art, which indeed art is always trying to reproduce. Where has art matched the sweetness, the tragedy, the sublimity of the pitiful deaf boy, standing with his hand clinging to his hat, with eye flaccid and dull, with listless limb and emotionless countenance, before the one who is to give him equipoise, light up his eye, put life into his limb, and intelligence into his face? I repeat, where has art matched this picture? The dignity and importance of our work can hardly be exaggerated. When we consider the fearful moral and intellectual destitution of the uneducated deaf and dumb, when we think of the high plane in the mental, social and religious scale to which we aim to restore them, how must the conscientious man feel when he knows that such great interests are in careless or perfidious, in unsafe or unworthy, hands? What is most needed to the perfect working of our system of deaf-mute education? I say enthusiasm backed by brain work on the part of the teacher.

Enthusiasm is the height of art; it is the passing of the human to the divine. A young man, viewing with great delight the productions of an artist's skill in coloring, asked the painter how he mixed his paints to produce such effects. The artist said: "I mix my colors with brains." The reply is expressive. Michael Angelo did not see angels in rude and unhewn blocks of marble by inspiration, but by brains. Von Bülow charms an audience not by inspiration, but by brains. Sumner legislated with brains, and Webster was successful in his profession, because he used his brains. Talents, gifts, opportunity are very unequally distributed; but the possibilities of energy, industry and persistence are shared alike by all men, and these are the qualities that win and command success. There is a divine force born in every human soul, which no obstacle can withstand. It is this force which enables an engineer to pierce five miles of solid rock, and make a highway for the wealth of a continent.

Our profession is crying for the teacher to study it in its scientific aspects; for him to devote to it his time and his talents; for him to study every pupil committed to his charge. First, as a human being, then as belonging to a group, lastly as an individual.

Hundreds of telescopes nightly sweep the skies to gather astronomic truth. Our cause wants more eagerness on the part of the teacher in directing the gaze upon the phenomena of deaf-mute life

and education; greater inspiration to join in a crusade for facts; a more accurate working out of the field for observation.

"Ah!" said a brave painter to Emerson, "if a man has failed, you will find that he has dreamed instead of working. There is no way to success in our art but to take off your coat, grind paint, and work like a digger on the railroad all day and every day." This is true of our work. We are called teachers; let us be teachers. Let us so labor that each one of us can feel, I am a good, efficient, progressive, growing worker in the field of deaf-mute education.

I can imagine a score of years hence, the then venerable form of Dr. Gillett hearing through a phonograph the echo of some of the words I have said to-day. If this is conceivable, I can imagine that he would say: "Why! we knew very little about deaf-mute education in those days. Our pupils are now using idiomatic language with freedom." Is this inconceivable? What is man's boast, what his glory? It is to make the inconceivable conceivable.

A PLEA FOR BETTER RESULTS IN THE INSTRUCTION OF THE DEAF AND DUMB.

By A. L. E. Crouter.

This grand structure, reared by the noble generosity of a great state, and thoroughly equipped in all its departments for the work it has in hand, loudly proclaims the interest Illinois takes in the welfare of her deaf-mute population. It speaks volumes too of the untiring zeal and energy of its efficient head. No nobler monument to a man's usefulness could be reared. Generations shall rise up to call him blessed.

Other states and territories, in proportion to their wealth and the enlightenment of their citizens, have done and are still doing what they can toward ameliorating the condition and lightening the misfortune of that large and constantly increasing class, in whose interest we are met together to consult and advise. These structures are grand evidences of the humane and beneficent tendencies of the people of this great nation; they are proofs of the most substantial nature of a hearty willingness to expend largely from public and private treasure, in order that those afflicted with the loss of hearing may, if so minded, share the benefits of education. Now it behooves those engaged in the work of instructing this large class to see that this vast labor and expense have not been made in vain,—that these noble edifices, as nearly as may be possible, shall meet and satisfy the wants for which they have been erected and are so munificently maintained,—that the class of children which we are laboring to educate and elevate by moral and mental culture, shall reap the greatest possible advantages to be derived from the means placed at their disposal. Not to do so would be a great dereliction of duty, an evasion of the responsibilities resting upon us, and a tacit assent to the useless disbursement of public funds. There is a feeling abroad among many of the people that the deaf and dumb are peculiarly bright, and as a class are being highly educated,—that owing to their misfortune their remaining senses are more acute, and that their mental faculties are far more active than those of their hearing and speaking fellows. We will not stop to

speak of the error of this opinion. It is unnecessary here, where are gathered so many who, for years, have been brought in daily contact with the great disadvantages which deaf persons labor under, and must labor under, so long as time shall endure. Our labors, in the class-room and out of it, have fully convinced us that we are not laboring with children in any way more blessed with mental acumen than children not so afflicted. There is still another feeling abroad, and that is, that in these great institutions, built and maintained at so much expense, we are doing all that *can* be done to educate and fit for future usefulness the large numbers of children entrusted to our care. Now *are* we doing so? Are we as successful in our efforts to instruct these children as we should be? Are we honestly meeting the just demands and expectations of our patrons as fully as they should be and may be met? To a certain degree we are; in large measure we are not.

Let us carefully examine ourselves upon this matter. It is one of vast importance to us if we are conscientiously striving to discharge in fullest measure the duties that devolve upon us as instructors, and if in the course of the examination we discover any errors, let us carefully weed them out; if we find reforms necessary, let us not fail to apply the proper remedy; these quadrennial gatherings, pleasurable as they undoubtedly are, will be in vain unless some good is accomplished, some advancement in our noble work made. We say that in a certain degree we are successful in our efforts to instruct the children who usually fill our institutions. We are well aware that each succeeding year sees a goodly number of young men and maidens leave our schools fairly equipped for the duties of life, but what proportion do these bear to the whole number who from various causes yearly pass from our hands? Our experience teaches us that it is very small, too small, needlessly small. True, all have been benefited in more or less degree,—the dullest have profited much by their stay with us; but have they received the greatest degree of good possible under the circumstances? How many of our graduates are capable of passing the entrance examination to the college in Washington? or even to our common grammar-schools? How many of them are capable of writing fair business letters, or recording the transactions of everyday life, or taking their places with young men and women of equal opportunity, who hear and speak? It is painful to acknowledge it, but they are very few. How many, on the other hand, wholly or in great part, fail in making themselves understood on the most common topics? How many, after years of toil and labor, fall far short of the intelligence of a speaking child of six or eight years? How many leave us, hopelessly ignorant of the very rudiments of an education? Who of us have not been shamed and grieved on receiving letters couched in language unworthy the name of Pigeon English, from pupils who have spent years in our institutions? Now we ask, why is this? Is there any necessity for such a sad condition of things? Some friend may answer: "You are demanding too much. Deafness is a great misfortune, and the evils, greatest of which is mental darkness, arising therefrom cannot be wholly allayed. You must not expect so much from children thus afflicted," etc. We have learned not to look for very great results. Experi-

ence has taught us that we must be satisfied with very little; but we are firmly of the opinion that there is no reason for such a condition of things. On the contrary, we believe that all deaf and dumb children blessed with good health and sound minds may acquire a fair English education. We can see no reason why *all*, and not a *portion*, may not become sufficiently acquainted with language to enable them to express themselves intelligently and well upon any and all subjects met with in every-day life; arrive at such a knowledge of figures as to know when to add, subtract, multiply or divide, without seeking assistance of their neighbors; write a clear, distinct hand, and read with pleasure and profit the papers of the day and books of a popular character. That this is not the case with the deaf and dumb as a class, none acquainted with them will dispute. Hearing children, possessing only ordinary intelligence, reach these points without much difficulty. Their attainments in these respects pass without remark, but among the deaf (I am speaking of them as a class) it is unusual to find great readers or correct writers. Now we ask: "Is it in the nature of things that this must be so? Why should not the deaf and dumb be taught to read well, write well and figure well?" If they do not reach these points of intellectual development, let us not lay the blame to some mental defect in them, but rather let us seek for the cause in ourselves,—may there not be some defect in our methods of training?—have we exhausted every means in our efforts to carry forward to the greatest possible limit their education?

We do not desire to be considered a croaker or fault-finder. We grant that much has been done, is doing, for the proper education of the deaf, but we do not think the full measure of success in the training of this class of children has yet been reached. The time will come when *all*, and not the *few*, shall leave our schools fully and properly fitted to fill whatever station in life may await them, with usefulness and honor.

Our legislators seem ready and willing to supply ample means for carrying on the good work; it remains for us to point out how it may be best accomplished. We cannot rest satisfied with present results; there is no standing still; with our work, as with all other work, there must be either progression or retrogression. At the risk of being considered egotistical, I will venture to point out how, in my opinion, greater results may be attained.

First. There must be more individual instruction. This will necessitate smaller classes and increase of instructors; but we know of no other remedy for the growing evil of large classes. Grading is well, and is a great aid to the teacher in performing routine work, by the saving of time and labor. But human minds cannot be graded like wheat or wool; they cannot be run through the same mould; they will perish if you attempt it. Each must have opportunity for its own natural individual growth; each must be fed upon food that it can properly digest; otherwise there will be torpor and death. If you will refer to the great results attained in the early institutions of the country, you cannot but conclude that they are mainly to be attributed to this cause alone. Their teachers were no more zealous than those of the present day, but they had small

classes, and were thus given time and opportunity for such individual training as they knew to be necessary.

Second. We must insist upon thoroughness and simplicity. We pass over the ground too rapidly. This may result from the large number each teacher has under his care, necessitating the neglect of the many, in order to make a good showing of the few—the semi-mutes and occasionally a congenital mute—for exhibition and examination purposes. It is a great evil, and should be eradicated immediately from every class-room in the land. We must not be too anxious to get our pupils through the books, as if the accomplishment of that act were a great mental achievement. Better learn thoroughly a little than be compelled to retrace one's steps so often. Let it be our aim to make our pupils perfectly familiar, as much as a hearing and speaking child, with simple language and the simple rules of arithmetic, before attempting to make geographers, historians, grammarians, chemists, and philosophers out of them. Let us make sure that they have at their command a store of simple language upon which, without the slightest hesitation or error, they can draw at will for the full and free expression of all their wants, the recital of incidents of daily life, and the correct expression of their ideas, simple as they may be, upon subjects of common interest. That this may be done for *all* and not a *portion*, there can be no doubt. At the institution with which we have the pleasure to be connected, it has been demonstrated that even the dullest, under the care of experienced teachers, may acquire a proficiency in the use of simple language and arithmetic that is as surprising as it is pleasing. No effort is made to introduce high-sounding phrases, or elegance of expression. Correctness and simplicity are all that is expected—these, it is certain, may be acquired by even the dullest pupils. But to accomplish so desirable an end will tax the ingenuity and perseverance of the teacher to the very utmost. Every opportunity must be seized to convey ideas to the mind of the pupil either by writing or the use of the manual alphabet. To us the former is preferable, as we think the impressions thus made more lasting. Every incident of the school-room and of institution life must be made to redound to the advantage of the pupil—his tasks, his preferences, his amusements, his talents in other directions, may all be made means for the gradual enlargement of his knowledge of language. In this way, the eye is made to do, for the deaf, what the ear does for the hearing child, and as the latter, even the weakest, without much apparent difficulty acquires spoken language, so will the former, though, of course, at much greater labor, accomplish the same object, if he may but pursue the proper methods of instruction. We, therefore, cannot too earnestly urge thoroughness, simplicity and constant practice as the sure means by which the deaf child may acquire a correct and free use of language.

We may be asked: "Do you not use signs?" We reply that for purposes of explanation, illustration and instruction before the whole class we use them to the greatest possible extent, only being careful not to do so to the exclusion of written language. We should be sorry to class ourselves among those who would banish signs from the class-room—to our mind they are the surest, readiest and

best means of reaching the darkened understandings of our pupils, but at the same time we do not forget that language is the greatest result to be attained in all our instructions.

Having laid this simple foundation thoroughly and well, the future progress of our work will be agreeable and comparatively easy. We may now explore wider fields—history, geography, higher arithmetic, grammar and philosophy may now be safely made to contribute towards the intellectual growth of our pupils. But yet we must not forget, even in the pursuit of these higher branches, that perfection in power to convey thought, is the great and lasting end of all our labors, and that when there is failure in this, it is not the fault, though it is certainly the sad misfortune of the pupil.

Third. There must be more time allowed in which to perform the work. Several states in this respect are very generous, but with few exceptions, six or eight years are deemed sufficient for the complete education of deaf and dumb children. Under the most favorable circumstances, we cannot accomplish so very much in so short a time. In the public schools, pupils remain under instruction from ten to fifteen years. Is there any reason why the deaf, with the greatest avenue of instruction forever closed, should not enjoy the same generous allowance of time in which to complete their education?

Fourth. The use of text-books, in our view, is a very great hindrance to the best mental development of our pupils during the first three or four years of the course. We cannot improve upon nature. No mother ever taught her child language from a book, nor according to the rules of grammar. The teacher should be his own text-book, prepare such lessons as he knows will meet the daily wants of his pupils, assume, so far as he can, the place of father, mother, brother, and sister, and thus carry forward in the most simple, natural way their mental development. We do not wish to undervalue the many excellent books that have been prepared by experienced teachers; they supply a want, but it is not in the classrooms of the younger pupils; nor, indeed, should they be vigorously followed in those of the older ones unless you wish to make a lot of memorizing machines for public entertainment. Their greatest use, in our opinion, is to be found in the reading matter which they contain for the pupil who has arrived at a stage when he can easily, or with some labor, comprehend the meaning of the language used; but until well advanced, no pupil can extract the sense of words by conning them over in a book. He must have their meaning fully exemplified before him in the class-room, and thereafter it will be a pleasure to him to meet with them in his reading books. Supply the pupils with pens, pencils, slates, paper, pictures, object-lessons and models; give the teacher the text-books if he desires them, and allow them together to work out the meaning of words and the ideas that may be conveyed by their use.

Fifth. Large institutions wherein are gathered together so many pupils are not, in our opinion, so conducive to the best mental growth as several smaller ones. There are so many inmates, that some must be overlooked and their necessities not cared for; the weak must give way to the strong, the sensitive to the bold and aggressive. In such institutions, too, are usually found very large

classes, the baneful effects of which we have already alluded to. It is claimed that with large numbers better grading may be had, but we think experience has shown that with two hundred or perhaps two hundred and fifty pupils (we should prefer a less number) the best results may be obtained in this respect. In an institution so very large, and at the same time, so ably managed, as the one within whose hospitable walls we are met, this view would seem to be at once sufficiently confuted, but we believe that we express the feeling of very many of our best educators upon this subject, when we assert that very large schools do not so effectually meet the wants of their pupils as smaller ones, particularly so where the instruction given is largely of a primary character. The difficulty may be obviated to a great extent by adopting the plan now followed in California, where the inmates are distributed into small families under separate roofs, thus affording that quiet, home-like feeling so necessary to the comfort, happiness and best improvement of pupils. A much better plan, we think, would be to establish one large central school for the higher education of our pupils and several small ones at different points in the state for their primary instruction, thus following out, in some degree, the system pursued in the public schools of our large cities.

But we will not say more. The views that we have advanced are not wild or visionary; on the contrary, they are simple and practical; and whether they or others be adopted and carried out, we indulge the hope that the time is near at hand when in all our institutions for the instruction of the deaf and dumb, the greatest good of the greatest number will not only be the aim, as I believe it now is, but the *actual result* of our labors.

Mr. Morr offered the following resolutions:

In view of the great importance to the afflicted classes of the population, of the inquiry into their number, condition and needs, and the agencies employed for their relief, undertaken by Mr. Frederick H. Wines under the auspices and direction of the census office, therefore,

Resolved, That the National Convention of Instructors for the Deaf and Dumb, assembled in Jacksonville, does hereby memorialize and request Col. C. W. Seaton, the accomplished superintendent of census, to spare no pains nor expense in making the report on the condition of the deaf and dumb of the United States as complete as possible.

Resolved, That having heard the statement made by Mr. Wines respecting the character of the report proposed by him, this convention expresses its confidence in his interest in the subject and his capacity to handle it; its approval of the plans and methods adopted by him, and its earnest desire that no part of the work proposed by him for the benefit of deaf-mutes, and of the institutions for their care, may be abridged or omitted through the want of funds or of appreciation of the importance of this investigation.

THE PRESIDENT—I second the resolutions heartily. I happen to know that the purpose in Washington was just as Mr. Wines has said, to spare no funds for the very full and complete publication of the large amount of valuable matter that has been gathered, and is in existence, in regard to the statistics that we have been so interested in this afternoon. I am sure it is a resolution that should be presented at the approaching session of Congress, in order that

an appropriation may be asked for the further publication of the census work.

Mr. MOTT—It seems to me that what we want is some national character to our work. We have in our legislatures, in the making up of our institutions, as many phases as there are states. By the publication of that kind of a work through the nation, we trustees and superintendents and others can get some idea of the deaf and dumb. Let us pass the resolution and send it to Col. Seaton, and then every man go home and tell his representative in Congress what he wants; and the appropriation will come, in my opinion.

The resolution was unanimously adopted.

Dr. GILLET announced that there would be teachers' meetings in the evening similar to the one held last evening. There would be music on the lawn in the evening. He also stated the conditions that must be complied with to obtain a reduction of the railroad fare on returning home.

On motion of Mr. Gallaudet, Dr. Gillett was elected railroad secretary.

Dr. WILLIAMS suggested that members of the convention who intended to stop over at Springfield to visit Lincoln's tomb should hand in their names to the railroad secretary.

After an announcement by Dr. Fay, from the business committee, the convention adjourned.

FIFTH DAY.—WEDNESDAY.

The convention was called to order at 9:50, by the president, Dr. Gallaudet, and prayer was offered by Dr. Rogers, superintendent of the Iowa Institution.

The minutes of the preceding day was read and approved.

The business committee reported back the prospectus of a new American school monthly magazine, to be published in Boston, and recommend that any one interested should subscribe.

Prof. NOYES, chairman of the committee on necrology, requested that those who should read reports be prepared with a proper interpreter, and in order that no mistake should be made he read the names of those who were to make reports.

Dr. WILLIAMS presented a verbal message to the convention from W. W. Turner, the oldest living teacher in the country. Mr. Turner sent his congratulations and his good wishes for its success in all its labors. Mr. Turner is eighty-two years of age, and maintains as active an interest in the cause as ever.

Rev. Dr. THOMAS GALLAUDET said that Mrs. Turner was also living. The couple celebrated their golden wedding six or seven years ago.

Dr. PEET read the report of the standing executive committee as follows:

The Standing Executive Committee of the Convention of American Instructors of the Deaf and Dumb, beg leave to submit through their secretary their action since the adjournment of the Ninth Convention held at Ohio, in August 1878. During the past year several cases have occurred in the mem-

bership of the committee, which have been filled in the following manner:

The vacancy occasioned by the death of our lamented associate, Mr. E. C. Stone, in December, 1878, was filled at a meeting of the committee held at the New York Institution in March, 1879, by the election of Dr. G. O. Fay, then superintendent of the Ohio Institution. In January, 1880, Dr. W. J. Palmer resigned his position as a member of the committee in consequence of his retirement from the principalship of the Ontario Institution, and at a meeting of the committee held in Washington, D. C., Miss Harriet B. Rogers, principal of the Clarke Institution, was elected in his place. Dr. G. O. Fay resigned his membership in the committee in September, 1881, in consequence of his retirement from the superintendency of the Ohio Institution, and at a meeting of the committee held in New York in February, 1882, Dr. P. G. Gillett, superintendent of the Illinois Institution, was elected in his place.

At the Ninth Convention, a resolution was adopted requiring the committee to make the necessary arrangements for a normal school of the teachers of the deaf and dumb, to be held during the summer of 1879. The committee accordingly arranged for such a school, to be held at the West Virginia Institution, Romney, West Virginia, for two weeks in the month of July, 1879. Several prominent members of the profession, including both manual and oral teachers, were engaged as instructors, and all possible arrangements were made for the success of the school; but as a sufficient number of teachers did not give notice of intention to attend, the plan was necessarily abandoned. The thanks of the convention are due to the principal and directors of the West Virginia Institution for their courtesy in offering the use of their building for the school, and for their aid in making the necessary arrangements.

The committee received invitations for the present convention from the board of trustees of the Illinois Institution, and from the board of directors of the California Institution. After a careful consideration of the interests and convenience of all concerned, the convention decided to accept the invitation of the authorities of the Illinois Institution, a decision which seems fully justified by the large numbers now in attendance at the convention, and the ample provision here made for their convenience and comfort.

The *Annals* has continued to be published under the editorship of Dr. Edward A. Fay, of Washington. At each of the four meetings of the committee he has presented a report of his receipts and disbursements and other matters relating to the welfare of the periodical, and his accounts and vouchers have been examined and found correct. The following report from the editor, presented at a meeting of the committee held in this place on the 28th inst., gives a summary of the progress of his work during the past four years:

JACKSONVILLE, ILL., Aug. 26, 1882.

DR. E. H. GALLAUDET, *Chairman Executive Committee of the Convention of American Instructors of the Deaf and Dumb*:

SIR—My receipts and disbursements as editor of the *Annals*, since my last report to the committee, have been as follows:

RECEIPTS.

From balance on hand, February 24, 1882.....	\$1,080 63
From assessments on institutions.....	270 40
From individual subscriptions.....	26 58
From sale of back numbers.....	1 38
	<hr/>
	\$1,328 99

DISBURSEMENTS.

For printing and engraving.....	\$342 91
For salary of editor.....	200 00
For articles of contributors.....	56 75
For postage, telegraphing, stationery, etc.....	29 59
For traveling expenses.....	46 95
Balance on hand, August 26, 1882.....	652 79
	<hr/>
	\$1,328 99

I submit herewith, for your inspection, the book in which the *Annals* accounts are kept, and vouchers for all disbursements.

I will now present a summary of my receipts and disbursements since the last convention of the American Instructors of the Deaf and Dumb, all of which, except those above reported, have been examined and approved at your previous meetings.

RECEIPTS.

From balance on hand, August 17, 1878.....	\$565 84
From assessments on institutions.....	6,482 70
From individual subscriptions.....	491 80
From sale of back numbers and index.....	80 99
From advertisements.....	22 00
	<hr/>
	\$7,643 33

DISBURSEMENTS.

For printing and engraving.....	\$3,936 72
For salary of editor.....	1,600 00
For articles of contributors.....	682 75
For postage, telegraphing, stationery, etc.....	250 76
For preparation of index and reprint of Volume II.....	327 00
For back volumes and binding.....	43 00
For bookcases.....	50 00
For traveling expenses.....	100 31
Balance on hand, August 26, 1882.....	652 79
	<hr/>
	\$7,643 33

The annual assessment, at the rate of forty cents a pupil, based on the number of pupils actually present in the institutions on the first of December, 1876, has been paid in full by the following institutions: American, New York, Pennsylvania, Kentucky, Ohio, Virginia, Indiana, Illinois, (until June 30, 1880), Iowa, Mississippi, Georgia, North Carolina, Missouri, (until June 30, 1879), Wisconsin, Columbia, California, Kansas, Lehigh, Improved Institution, Clarke, Ark., 9), Nebraska, West Virginia,

Oregon, (since January 1, 1882), Maryland Colored, St. Joseph's, (since January 1, 1879), Western Pennsylvania, (since January 1, 1881), Western New York, Central New York, Halifax and Ontario Institutions. The following institutions have paid less than their assessments, receiving a proportionally less number of copies of the *Annals*:

Tennessee, amount of annual assessment	\$42,	amount paid	\$30.
North Carolina, “ “ “	54.80	“ “ “	20.
Maryland, “ “ “	36,	“ “ “	25.

The Louisiana, Michigan, Missouri, Alabama, Minnesota, Colorado, Rhode Island, Dakota, New Brunswick, Lutheran, St. Joseph's, Phonological, and New England Industrial Institutions, and the private and day schools, have not contributed to the support of the *Annals*, except in some cases by subscribing for several copies. The Michigan Institution, however, should be credited with having paid Dr. MacIntire's traveling expenses in attending a meeting of the executive committee held in New York.

Our income has been sufficient to meet the usual regular expenditures for the publication of the *Annals* and the meetings of the executive committee, the reprint of the second volume of the *Annals*, the publication of the index to the first twenty volumes, and some slight expenses in connection with the proposed normal school in 1879, leaving us with a balance in the treasury a little larger than it was four years ago. The rate of assessment would have been reduced ten per cent. in 1880, had not several large institutions about that time either withdrawn from the support of the *Annals*, or given notice of their intention to withdraw. It might now be still further reduced if every institution would bear its due share of the burden.

The second volume of the *Annals*, which had long been out of print, was reprinted in 1879, at the press of the New York Institution, thus rendering it possible for any institution or individual to obtain a complete file of the *Annals*.

The index to the first twenty volumes was published in 1880, rendering available for consultation and use the rich material contained in these volumes. I would respectfully recommend that the publication of the index be continued every ten years.

The reprint and the index were distributed free of charge to the institutions contributing to the support of the *Annals*, and about two hundred copies of each are retained on hand to supply future demands.

Respectfully submitted,

E. A. FAY.

To this most favorable showing of the editor's report might have been added a statement of the great amount of statistical and other work performed by Dr. Fay, enabling all the friends of the cause of deaf-mute education to keep themselves fully informed of every important incident in its progress, of every discovery in regard to its past, and of every prognostication of its future. Especially are we indebted to him for the full and accurate list of institutions, not only in this country, but throughout the world, giving all essential particulars as to the number of pupils, the names of principals or superintendents, the manner of support, and the method of instruction employed, as published in the *Annals* for January,

1882. This alone is worth more than the subscription price for the year. The committee are also indebted to the editor for carrying out, in so able a manner, their resolutions in regard to the bibliography of our profession, and publishing in the number for July, 1879, the complete catalogue of works relating to the deaf and dumb in the libraries of American institutions.

The *Annals*, as hitherto published, furnishes in itself an invaluable library, which no teacher should be without. It keeps him abreast with the progress of the cause, and has called forth the highest encomiums from the most thoughtful instructors both at home and abroad. Its usefulness should be increased, rather than diminished; and in view of the great aid it furnishes the teacher, and the stimulus it is calculated to give to public interest in this great work, it would seem the privilege, as well as duty, of all trustees, both in their official and private capacity, to sustain the work, not only sufficiently, but generously.

In closing this report, the committee congratulate the convention upon the advance which, under the direction of a benign Providence, has been made all along the line during the past four years in every department of effort for the amelioration of the condition of the deaf, and trust that the next four years will see the fruition of many hopes not yet realized.

In behalf of the committee.

ISAAC LEWIS PEET,
Secretary.

THE PRESIDENT—Are there any further reports from committees? If there are no other reports, the regular order of business will be continued—the discussion of yesterday's papers.

PROF. ELY—As a matter of business, I would like to make a suggestion in regard to the future meeting of the convention. I remember, at the Ohio convention, many teachers expressed a wish that they might have more practical school-room work; they thought that so much time was given to general work, that the practical work of the school-room was crowded out. It was in answer to this that a normal school was proposed.

THE PRESIDENT—The failure of the normal school was because there was not a sufficient number of students.

PROF. ELY—During this convention, the teachers have held a love-feast, and the superintendents a meeting, in which this want has been, in some sort, supplied. I want to ask whether, in future meetings of the convention, some arrangement cannot be made to combine a normal institute with the convention. Is it not practicable to hold the business meeting of the convention in the morning, and have the hours of the afternoon devoted to practical school-room work? If there is not time, can't we stand a little more work, and devote the evening to normal institute work, distributed about in the different rooms? I would like to know whether such a plan could not be carried out.

THE PRESIDENT—The chair would suggest that the proposition be reduced to writing, and presented to the convention for its action.

PROF. GILLESPIE—At the conference of principals, two years ago, a suggestion was made by Mr. Gudger, of North Carolina, with

reference to a cooking-school, under the head of a plea for better instruction. I would like to ask Mr. Gudger as to what has been the success of that school. I have been contemplating establishing one in Nebraska.

MR. GUDGER—We established four years ago in North Carolina, a cooking-school; and when we say a cooking-school we mean a school, and not a kitchen. It is not connected with the kitchen in any sense; it is a room regularly fitted up with everything necessary for the purpose, having three gas-stoves and a wood and a coal-stove, and other things necessary for conducting the class. We employed a teacher from New York, who gave the pupils instruction in the afternoon, which takes only a part of the afternoon, and does not interfere in the slightest degree with the literary departments. The pupils are divided into classes, and each class receives instruction twice a week. We have given no instruction to boys; but propose to do so at some future day. The teacher has no other duty save this; she prepares the lessons, and the pupils receive the lessons from the teacher by the sign language. The lesson is also written on a large slate and explained. The pupils begin after being in the school three or four years. The teacher, in the presence of the pupils, cooks, for instance, bread, mixing it and then having the pupils do the same. After the pupils can get a meal, each one is so required to do. Whatever the teacher reports that a pupil can do I record, and appoint pupils from this list to prepare meals. One-third of our pupils at least have no homes, and half the remainder have poor ones, and will need to work for their living; and we have to look that question in the face squarely, for we find it is necessary that all should learn to work, rich as well as poor. Before we established the cooking-school we had great difficulty in procuring homes; but since then I have had none, and I have fifty applications for pupils that I cannot fill. One of these girls is in my own family, and in order that this convention may understand that I appreciate her, I left my youngest child (two years of age) with her. I can say, after a term of four years, that I know of nothing so beneficial as our cooking-school. There was opposition to the school at first, but it was supposed that we intended to make servants out of the children for the officials: but now they are all satisfied. Everything moves on smoothly and pleasantly, and every girl is compelled to attend the cooking-room, just as much as the exercises of the school-room. We except no one who has sufficient strength. I will state that I have never had a single complaint from any employee.

DR. PEET—How many persons are fed from this meal that the pupils cook?

MR. GUDGER—It is not the idea to utilize what is cooked in the cooking-school. The teacher goes to the store-room and gets whatever supplies she desires. If what she desires is not in the store-room, she applies to the steward. After it is cooked, the question is, how shall we utilize it? We cannot cook what is needed each day. We cook what we desire to give instruction upon. After the provision is cooked, it is utilized as best we can. The expense is what we pay the teacher and what material is used. We use a

small amount, so as to teach the pupils economy, and this amount prepared in different ways. The material is of small account. Those who eat the meal specially ordered range from two to six—those I choose to invite.

MR. HAMMOND—What are the appliances of the cook-room? Are they the best appliances? or does the teacher instruct the children so that they could go into our state and cook with a Dutch-oven or an open fire-place?

MR. GUDGER—We have three gas-stoves, with coal and wood-stoves. We expect to teach them to cook with fire-places; but most of the people of our state have stoves. We teach the girls to do the work which they would be required to do in ordinary families in which they will likely be employed.

Question by a member—Is the material used in cooking lost?

MR. GUDGER—In cooking oysters, for instance, other things as well, probably a quart is used. My institution does not board me, and most of this material I consume, and it is certainly lost. [Laughter].

PROF. ELY—This is a very interesting subject. I am sure we all shall be glad to get more light. Dr. Gillett has been carrying on a cooking-school. We should be glad to hear from him.

DR. GILLETT—I do not anticipate that we have carried on a cooking-school in the sense of Mr. Gudger; but it is true that a cooking, baking and confectionery establishment has been one branch of the industrial department. We have in the baking and kitchen department constantly about fifteen persons. A great deal of the cooking you have here is done by deaf-mutes. One or two have been sent for to help us during the convention. The bread is made by the deaf-mutes. If you will go to the bakery, you will see the provisions made to teach the various branches of the culinary art. What we have taught heretofore has been designed for large establishments, such as an institution like this or a hotel. We are now building a house close by, part of which is finished. The upper portion of the building is unfinished. I sent the mechanics away, to get their litter cleaned up for this convention. A part of the upper story is to be devoted to a cooking-school, for instruction to qualify the pupils to do work in private families, where such a meal as would be prepared for private families of from six to ten persons can be prepared. I think we shall be able to carry out a plan similar to that of Mr. Gudger. I attended last spring a cooking-school conducted by Miss Ewing, from Chicago, and I became satisfied that such a school in a deaf and dumb institution would be a good thing conducted on the same plan as her school was conducted among the ladies of Jacksonville. I think this is one of the most useful and practical questions that can come before the convention. You may, perhaps, be discouraged about undertaking to teach deaf-mutes cooking from the specimen that stands before you.

Vice-President Conner in the chair, Mr. Woods stepped on the platform, saying that the transition from cooking to culture, from biscuits to books, from the dining-room to the library, was certainly natural, because, after getting a full meal, persons felt disposed to indulge in something of a different nature, as reading for instance.

Mr. Woods then read his paper.

INSTITUTION LIBRARIES.

By John H. Woods.

In this paper the following points will be considered :

1. The readers.
2. The books.
3. The location.
4. The management.

1. *Readers.* These are (a) the officers of the institution, and (b) the pupils.

The officers being required to devote the best of their time and energies to the interests of the school, it is only proper that the institution should provide them with the means for mental improvement and recreation as far as possible. By having within their reach a collection of books adapted to their wants both as teachers and as persons of culture, they should be encouraged and induced to avail themselves of the best thought of all ages, and should be thus stimulated to constant advancement both in the science of teaching, and in acquaintance with general literature. As a college without a good library is considered very much behind the times, so an institution which neglects to provide its teachers with this important aid, can never expect to take a foremost rank in the great work assigned it.

But important as the library is when viewed from this point, it has still another and a greater value as an agency in the education of the pupils. No one thoroughly acquainted with the mental make-up of the deaf and dumb, and with the many obstacles that oppose their mastery of the English language, needs to be told that they are not great readers, or will express any surprise at the statement. In view of this well-known fact, is not the suggestion a very natural one that every inducement should be held out to attract them to the printed pages, and to open up to them the advantages and delights of literature. As the great end and aim of all our work is to make our pupils conversant with the language, a conscientious teacher ever seeks for and welcomes whatever will give assistance in attaining this object. And what greater or more promising auxiliary than a well selected library, from which books suited to every age and capacity can be obtained.

2. *The books.* From the vast host of claimants, it is not difficult to select a library that shall be fairly representative of the literature of all periods.

(a) There should be first a liberal assortment of works of reference—three or four of the leading dictionaries, as many or more of the best cyclopedias, both those covering the field of universal knowledge, and those limited to special departments—books of quotations, of selections and stories and anecdotes, concordances, biographical dictionaries and several of the many compilations of the best poems in the language.

(b) The department of history, travels and biography should be as completely represented as possible, being of constant use to all students and teachers, and to all who would read for profit.

(c) Fiction and poetry should not be omitted, though in these departments the selections should be made cautiously and sparingly.

The complete works of two or three of the great novelists, a specimen of each of the second-rate writers, and now and then some book that has attracted universal attention by its own merits, will suffice. The same general idea should govern the selection of poetry.

(d) Special attention should be given to educational works, both theoretical and practical. While, of course, every teacher will work out from his or her own experience a series of methods far more useful than any that can be learned merely from books, yet the ways of their instructors, even if not adopted entirely, may often serve to suggest improvements, or at least to keep one out of the ruts.

(e) In religion, such books should be chosen as will best represent the religious thought of the day, and as will afford the teacher material for illustrating and enforcing Bible truth.

(f) Art should be appropriately represented, and especially should this branch of the library receive attention, when there is an art department in the institution.

(g) Science offers so wide a range, that it is difficult to specify what the library should or should not contain in this line. Work on natural history in its several branches should be provided unstintedly. Whatever can aid in informing the inquirer in regard to the earth and its wonders, animate and inanimate, of rocks, trees, grass, or flowers, beast, bird, fish or insect, or of the greatest work of the creative hand, man himself, should here find place.

(h.) Of illustrated works there should be an abundance. There is no need, here, to say a word as to the great assistance to be derived from the use of pictures in the school-room. Their educating power is recognized everywhere. Hence an institution library should have bound volumes of the best illustrated periodicals, such as Harper's Weekly, London Illustrated News, Frank Leslie's Paper, and similar publications, which afford a sort of pictorial history of current events, and a treasury upon which the teacher can always draw for illustrations of scenes, of places, or of persons.

(i.) Juvenile works. This part of the library, intended especially for the pupils, should be, in miniature, what the whole library has just been described. That is, books of all the various branches of literature should be found here, adapted to the capacity of the pupils. Yet experience will show that no division of the library is so difficult of selection. There are so few of the professed writers for children who really understand their self-assumed vocation, that out of a hundred so-called juveniles, you will rarely find a dozen that a child of ten can read with ease, with pleasure, or with understanding. (Right here let me say, in a parenthesis, to my fellow-teachers of the convention what I have repeatedly said to my fellow-teachers of my own Institution, that I shall be exceedingly grateful, and shall esteem it a personal favor, if those who know of one, two, or one or two hundred, real children's books, that the average deaf-mute pupil can read with some degree of ease, will be so kind as to give me the titles; for in no part of my duties as librarian have I so much felt a grave responsibility, or so much felt a lack of success, as in the selection of books adapted to the capacities of our pupils).

Thus have I hastily and generally outlined what an institution library should be. "But," says some one, "that is no more nor less

than what any collection, that pretends to the name of a library should be." True, and surely no more and no less should be placed within reach and use of instructors and pupils of our institutions. Books are made to be used, to be read and studied, and are no longer to be regarded as the treasures of a privileged few—to be hoarded in dirty, musty alcoves, to be kept under lock and key, and to be reserved as the property of those who know not their true value. If there is any place where all the gathered lore of the ages, where the literature of the past and present, should find a store-house, with doors ever open and its wealth ever-inviting, that place is an educational institution; and of all such institutions, none can avail themselves of such a treasury to more advantage than those which it is our pride and our honor to represent.

3. *The location.* This, if possible, should be in the school-building, central to the school-rooms, where there will be every inducement and facility for teachers and pupils to avail themselves of the privileges of the library. A large and well-lighted room, with ample shelving for not only present use, but future increase, with tables and writing materials—but to go on in this enumeration would be merely to describe what every first-class library should have. But as in the erection of school-buildings little thought, if any, is given to library matters, there will probably not be found, in any school-house, a room of sufficient capacity for a constantly growing library, and a library that deserves the name must *be constantly growing*, to keep abreast with the ever-advancing tide of human thought.

Hence in course of time, and of not a long time, either, there should be a building of graceful proportion and artistic finish, provided with all the modern conveniences that long experience in library economy can suggest, and devoted solely to the library and its accessories. Again I say, is it too much to ask this of our generous patrons, the people? Need I rehearse in your ears, and consume your time and patience thereby, the oft-repeated yet never refuted arguments that show what a place life at one of our institutions holds in the existence of a deaf-mute? How to him it is home, and infant-school, and common-school and Sabbath-school, and high-school, and preparatory, and college. And how, therefore, we *may* ask, and be justified in asking, the most liberal provision for all his intellectual wants?

The apt reply of a distinguished scholar of our own country to the benefactor of an institution of learning with which he was connected, when an increase of the library was under discussion, deserves perpetual remembrance:

"We need more books," said the professor.

"More books!" said the merchant. "Why, have you read through all you have already?"

"No, I never expect to read them all."

"Why, then, do you want more?"

"Pray, sir, did you ever read your dictionary through?"

"Certainly not."

"Well, a library is my dictionary."

4. *Management.* Here, now, we have provided:

1. Readers: (a) Officers; (b) Pupils.
2. Books in abundance and in every desirable variety.
3. The library has all the advantages as to location.

How are the readers and the books to be brought together most profitably? How are all the facilities furnished to be made the best use of?

The qualifications essential to the model librarian are so numerous and so diverse, that to find them united in one individual is not to be expected in this world of imperfections. If the excellencies of the half-dozen best librarians in the land could be combined in one person, the ideal might be approximated. Culture, refinement, wit, affability, a thorough knowledge of the literature of all countries and ages, sympathy with and a readiness to assist in the researches of readers and students of all sorts, an ardent love of books, not simply as fine specimens of the binder's art, to be jealously kept in symmetrical order upon the shelves, but as the treasure-houses of golden thoughts to be cheerfully offered to every appreciative seeker—these are a few of the traits that distinguish a good librarian from the multitude of mere book-tenders.

The librarian has to deal with the two very different classes of readers already mentioned.

2. In respect to the teachers: It is almost superfluous to say that he must have so thorough an acquaintance with the books of which he is custodian, that he must, at a moment's notice, be ready to answer the most diverse questions and to point out to inquirers the books containing the information of which they are in search. And not merely this, he must "magnify his office." He must regard himself as (through the library) an educator of educators, and seek in every possible way to make the library of the highest use to every teacher. To this end he must frequently call the attention of the teachers to the treasures placed within their grasp. For instance, when a hundred volumes or more are added at one time to the library, let him hold a book reception—either at the library room, or if that be too small, at some other place, possibly a private parlor. More than once has it been my pleasure to be present on such an occasion. The volumes of all sizes, from the large quarto to the diminutive 24mo., and of all styles and varieties of binding and all shades of color, were spread out upon ten or a dozen tables, and formed a sight that no one, however slightly touched with bibliomania, could look upon without lively emotions. The invited guests, all of them teachers or officers of the institution, found the hours only too short, and the materials for an evening of quiet enjoyment only too abundant. Dipping into this and that volume, and making note of the titles of such as looked worthy of further acquaintance, chatting with one another on the various books and their authors, and comparing opinions on suggested topics, those present had an entertainment, novel, it may be, yet abundantly profitable. There was no lack of subjects for conversation, and the weather and the fashions, and the idle personal gossip, the stock themes at most social gatherings, were for once ignored. In no other way could so good an idea have been obtained of the character of the additions to the library.

Another plan is, upon each purchase of new books, to print a classified list of the titles, together with brief notes and occasional extracts from some of the books. These lists or bulletins are distributed among the officers and older pupils.

Another course, trifling it may seem to some, yet not without its value, is to give to each teacher or officer, at the close of the school year, a card showing the number of books he or she has read during the year, and the kind. Miss X. is surprised to find that her use of the library is limited to five novels, and she inwardly resolves to improve its advantages to more purpose next year. Mr. Z. is gratified to find that his reading has been of a more substantial sort—history, biography, and travels—and he thinks it may be well to diversify the quality a little, next year, with some poetry and fiction. In these and other ways the earnest librarian will seek to attract to the library those to whom its mere existence and presence are not at first a strong enough attraction.

But the pupils—how are they to be induced to read, when, as already intimated, reading is to them so much of a task? In this work the librarian needs the aid of the teachers—both by precept and example he and they should daily strive to show the pupils the vast amount of pleasure and of profit to be derived from books, and constantly encourage and stimulate them to surmount every obstacle in the way of their full enjoyment of the intellectual feast spread before them. Teachers should take the pains (if any teacher should regard such work as beyond his or her legitimate sphere of duty), to select, from the library, books suited to the various minds and tastes of their pupils; should endeavor to direct and influence their tastes; should manifest a lively interest in what their pupils are reading; and frequently question them in regard to the books in hand. Question them, not in a formal, perfunctory way, savoring of a stereotyped examination, but in a friendly, conversational manner, as much as possible, such as one speaking person would use towards another in reference to books read. Pupils should also be requested to bring their library books to the school-room with them, and desired to employ their odd moments, when not engaged in recitation, or when waiting for a teacher to correct an exercise or explain a problem, in reading. This course has for years been adopted in our institution, with the best results. Those who cared little or nothing for books, and whose sole interest in printed matter found sufficient gratification in scanning the scrappy items of a newspaper, have become devoted book-readers and book-lovers. You may go into almost any of our school-rooms, and there you will see those who have completed their daily tasks, or who are waiting for their turn to show their work to the teacher, no longer sitting listless, ready for any mischief, or engaged in gossip with a neighbor, but interestedly pouring over a library book.

A half-hour a week in the school-room, perhaps on Friday, might be called the reading hour, and devoted exclusively to the quiet perusal of library books, the teachers passing around from desk to desk, ready to afford all needed aid in explanations.

In the most advanced classes, an hour each week should be devoted to lectures upon authors and their works—selecting, of course, the most prominent, and taking them in chronological order from Chaucer to Emerson. This will be found an exceedingly interesting exercise to both teacher and class. Write on the large slates a brief biographical sketch of the author, with such anecdotes, genuine or apocryphal, as may readily be gathered about him, giving the

names and character of his principal works, and perhaps a story or incident from some one of them. If you do not think it wicked to use signs, supplement what you have written, by such additional remarks or incidents as may occur to you. The pupils are to copy the lecture from the slates, and the next day reproduce its chief points in their own language, or the whole, from memory. From the library bring in Chambers' *Cyclopedia of English Literature*, or Howitt's *Homes and Haunts of the British Poets, or Poets' Homes*, in which you will generally find a picture of the author, probably also a picture of his home, and sometimes a *fac simile* of his autograph. Also, bring in a copy, or copies, of his works. Let the pupils look at all of these, and you will at once succeed in fixing in their minds the personality of an author of whom possibly they may never have heard, or whose name if known to them has been but a name, connected with nothing tangible or real. It will readily be imagined that one hour will hardly be sufficient for all this. Yet much may be done with due economizing of time. On some succeeding day recur to the subject with questions. Also write upon the large slate a specimen extract from the author in hand. This will give some idea (though of course incomplete) of his style. This the pupil is to memorize, and write out verbatim on the next day.

Another use of the library may be found on Saturday afternoons and evenings, when the pupils, boys and girls separately or alternately, gather in rooms near the library room and spend two or three hours in looking at the pictures in Harper's *Weekly*, the *London News*, and other similarly illustrated works. This weekly occasion affords a vast amount of enjoyment and is looked forward to with eager anticipation each week. The younger pupils especially take great delight in the opportunity thus afforded, and even the older ones rarely lose a fondness which every child has for pictures.

Thus hastily and imperfectly have I set forth a few and only a few of the ways in which the library may be made of constant service in our work. None of these plans are merely theoretical, but, with others, have been employed with the best of results.

Does any one say that I *glorify* books? I plead guilty to the fault, if fault it is. With *our pupils*, more than with other children, for reasons that will at once occur to the mind of every teacher here, we *ought* to glorify books and cannot too often repeat to them the oft-quoted eulogies on these silent angels, such as, "books are a guide in youth, and an entertainment in age. They support us under solitude and keep us from becoming a burden to ourselves. They help us to forget the crossness of men and things, compose our cares and passions, and lay our disappointments asleep. When we are weary of the living, we may repair to the dead, who have nothing of peevishness, pride or design in their conversation." And those other words, of Herschel, "If I were to pray for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading."

To give to our pupils this taste, to point out to them these ever faithful friends, companions and comforters, surely no part of our work can be nobler or more blessed in its results.

DR. MACINTIRE—Mr. President, this is a very important subject. Our pupils more than any other class, when they leave school, are dependent upon books and reading for their general information; yet it is one of the most difficult things to accomplish, in connection with the ordinary exercises of a school, to cultivate a taste for reading. Pupils are so constantly occupied with their duties, either in the shops or the school-rooms or the study-rooms, that they have very little time left for reading; but for the formation of character, and correct habits, and for the cultivation of the mind and morals, one of the best instrumentalities is a good library, when it is properly utilized. To select the proper books for a library, to arrange them so as to preserve them and utilize them to the best advantage, requires great care and no little labor. The suggestions in the paper just read, on these points, are valuable and worthy of careful attention. An institution may possess a large and costly library of books unsuited to the capacity or the attainments of the pupils. Or the books may be appropriate, yet so arranged as not to be easily accessible to the pupils, and so be of comparatively little benefit. A strict system of accountability for the use of books is necessary, else they will be lost and scattered, and the library depreciated. Every library should have a competent librarian, who is, at least in a general way, familiar with the character and contents of the books, and who has the taste and the time to make the promotion of its interest a matter of study.

Of late years I have given increased attention to this subject, endeavoring early to cultivate in the mind of the pupil a taste for reading and the habit of independent investigation. This should be begun in the early part of a course of study, and be prosecuted systematically and diligently to the end. Every teacher of deaf-mutes knows the extreme tendency there is in them to depend upon their teachers for both thought and expression, and how hard it is to get them to investigate for themselves. This results from the nature of their misfortune, by which they are cut off from all that fund of language and knowledge which other children acquire before they enter school. At first the teacher is to the pupil, reader, grammar and dictionary; his encyclopædia of knowledge. But his relation to the pupil is only temporary, and his endeavor should be as fast as possible to direct his attention to the treasury of knowledge in books, and to lead him to rely upon them for information, as he will chiefly be compelled to do after he leaves school.

I fully agree with the writer of the paper that it is very difficult to select a library for deaf-mutes; but perhaps not more difficult than it is to do so for other children and youth. I do not see that a good library for them should be essentially different from a good common-school library for speaking and hearing persons. Everything of a corrupting and immoral tendency should be excluded. It should be well supplied with biographies, histories, dictionaries, encyclopædias and other books of reference, and a selection of the best of the publications of the periodical literature of the day.

After a library has been commenced, how to enlarge it, preserve the books, and most conveniently give them out, are important questions. There are many ways of doing these things. The plan adopted in the Indiana Institution and practised in the Michigan

Institution is very simple, and as efficacious as any I have seen. With a library of from one to three thousand volumes it has been found very convenient. The books are classified, labeled, numbered and placed in cases, which are designated by letters, and the shelves numbered. An alphabetical catalogue of the books is made out and printed, in which the name of the book, size, number, and the case and shelf where it belongs, are designated. By a reference to the catalogue it is very easy to find any volume in the library, and to ascertain when any book is inquired for, whether it is in or not, and when books are returned it is easy to place them on their appropriate shelf. Thus the librarian will be able to keep track of every book belonging to the library.

Pupils need assistance in the selection of their books, and also in the reading of them. This can best be done on Friday evening at the close of school, by each teacher. He can, in a short time, by a few general questions on the books read by members of the class, ascertain whether they have properly understood what they have been reading; and thus be able to advise and assist them in the choice of books most profitable for each to read the ensuing week. Picture books and newspapers are useful, and the youngest of the pupils may be able to obtain a good deal of information from them; but the pupil who confines his reading to these and his ordinary lessons during his course of study at the institution, will not be apt to advance much in the acquisition of knowledge after he leaves. Those who do not acquire the taste and habit of reading while in school are not apt to do it after they quit. For this reason so many of them, whose opportunities have been ample, but who have neglected to cultivate a love for books, are satisfied with the newspaper gossip of the day, and never read a serious or a solid book. Books are of more importance to the deaf and dumb than to any other class of persons in the world. In them is bound up all the wisdom of past ages. To them they will have to go, after they leave school, for the solutions of the problems of life that will meet them at every step. A good library well managed, in an institution for the deaf and dumb, is one of the most useful and efficient means for the intellectual advancement of the pupils—equal to that of a well-trained and efficient teacher in its general influence on the older pupils.

The mere possession of a library and the giving out of books regularly to the pupils, without any assistance as to the choice of books and adaptation to the capacity of the pupil, or without aid or encouragement in the comprehension of them, will be of very little use. Pupils generally are not self-reliant. They have little or no acquaintance with books, aside from their class-books. They have had no opportunity to judge of the comparative value of books; therefore the teacher should select for his pupils the books best adapted to the need of each, and he should, if possible, give an analysis of the contents of each, so as to secure the interest of the pupil in reading understandingly. The pupils who take out books from the library should be early taught to take good care of them, and return them punctually. The teacher, on the plan suggested, in his weekly examination of his class, can attend to this duty and see that each pupil has taken proper care of the book issued to him or her.

The first cost of a library for a well organized institution is considerable. In Michigan the first appropriation for a library and for illustrative apparatus was \$2,000. About half of this amount was spent for apparatus and the remainder for books and periodicals. With this and with the small allowances made from time to time a library of about fifteen hundred volumes has been built up. The expense of keeping up a library of this kind, after it has been well started, is not very great compared with the good it accomplishes. The sum of \$200 per annum will supply the wear and deterioration of the books, and add somewhat to the number of volumes. The duties of librarian are usually performed by one of the teachers, and are somewhat onerous, and ought to be compensated by the payment of a small salary, as is customary in colleges and other institutions.

MR. WOODS—I very much regret that the duties imposed upon me as secretary of the convention have prevented me from giving that attention to the library which I have desired; but I hope you all have seen it. It is not a perfect library, but we believe we are approximating to such a library. We have made a good beginning. We have a collection of books that we are proud of. Very early in the history of the institution the need of a library was recognized by the superintendent; but it was only ten years ago that the legislature allowed us to make a start in that direction. Since that time that body has always been liberal to us.

DR. PEET—Have you a special appropriation?

MR. WOOD—Yes, sir; and we have always got the amount asked for. Our catalogue is in course of preparation; but the work is slow.

DR. GILLET spoke of Miss Wood's little paper for younger pupils which was given to every child in the school. Two volumes have already been printed and there are fifteen numbers in each. It is printed every two weeks. The contents are all contributions from the teachers. The object of the publication is to bring to every pupil something that he can read. The contents are mostly stories—very simple ones for children three or four years old, and longer stories for the older pupils. For the advanced classes something in the shape of instruction, perhaps a mineral or an animal, is given in a pleasant style, that will attract and give instruction too. It has been the custom to give one page for local items, such as incidents that happen in connection with the play or work of the pupils. This plan has been helpful to the teachers, who are able to do a great deal with it. It inspires a desire for reading which is helpful in many ways. There is one other paper somewhat similar to this and with a similar aim, published at the Rochester institution. I have received a very few numbers and have been very much pleased with it.

MR. GUDGER—How early do the children begin to read?

MISS WOOD—Some begin the first year, but not all. As soon as they can understand the simplest sentences.

PROF. HAMMOND—We have at our institution a paper which partially answers the purpose. It takes a wider range, because it is sent to the homes of the pupils; and in many homes it is the only paper that is taken, consequently we are obliged to give it quite a wide range of subjects. In it, in some numbers, are stories adapted

to the youngest pupils. I give the paper to every pupil in the school, and the smallest boy in school and the smallest girl feel slighted if I do not give them one. It is beginning to develop a taste for reading; and I think the papers published at the different institutions will be found, if properly conducted, the greatest auxiliaries to the work of libraries, and the greatest help to lead pupils into a taste for reading that we have yet laid hold of.

PROF. ELY—We have been in the habit, during the past year, of devoting half an hour in each week to reading in the older classes, and it might be properly done with the younger classes. Sometimes it is a book, and sometimes from a little paper. Sometimes we give the pupils so long a time to read the paragraphs. This is done more as a test of ability to comprehend quickly. Sometimes the pupils will read the paragraphs and comprehend them readily. If a pupil has not the ability to comprehend readily, the teacher assists him. This plan has been carried on for some time successfully. I intend to introduce it into the younger classes.

DR. PEET—Two or three practical methods for encouraging pupils in reading have occurred in our practice in New York, which may possibly be interesting, as they perhaps differ from some other suggested methods. I do not say they are the best or have worked more satisfactorily than others. One of the methods has been to have the teacher select a set of books for his pupils, and after they have read them through, on one day in the week, require the pupils to give in signs the substance of what they have read. The result has been extraordinary in one or two particulars. In the first place, exactness and beauty in pantomime have been developed on the part of many pupils, who had shown no such ability before. In the second place, the pupils have been led to seek to attain exact ideas from their reading, so as to inspire the respect, at least, of their fellow pupils. As an exercise for acquiring an understanding of language, I attach very much value to it; for in every class where this has been the practice, a very rapid and manifest advancement in the use of the English language has been the result.

There is another experiment we have made at our institution during the last year, and that is to have a dozen of our pupils unite with the Chautauqua circle, and read the books which are given out by that circle. They read their hour a day for four days a week. They come into the class, and the teacher asks them whether they have used their hour, and puts to them questions about their reading, so as to make it certain that they have made an honest effort; and when sometimes the exercises of the school-room become a little dull, he spends an hour with them in reading, talks with them about it, and shows them how to read, so that about once a week the pupils get instruction in reading in this Chautauqua course. They are matriculated in the circle, and in 1885 I propose to take my class to Chautauqua and hold an exhibition of what deaf-mutes can do.

REV. DR. THOMAS GALLAUDET—I will mention a single thought or two in the line of this discussion. Whenever habits of public worship are formed, this habit of reading is important. Take the simple use of the English language in public worship. If pupils can be led to join in the service when liturgical forms are used, they can join

with special interest. In my experience, I have found that there is a good deal of lethargy on this subject. They enjoy the use of signs in liturgical worship, but they do not care to make the exercise of reading liturgical forms.

PROF. WILLIAMS—On Sabbath evenings I have collected the children in the chapel. Those who have been there three or four years or more, and having read through some interesting book, I have given them the whole story in signs. It entertains them very much, and the half-hour has been profitably spent. I have found that a great many inquiries were made for that book, and they will inquire where it is. I gave them enough of the story to help them over the hard places.

PROF. SWILER—I am greatly interested in this discussion. A library greatly assists the pupils in getting through the Sunday, and in tiding over from Friday afternoon till the beginning of the next week's work. To my own personal knowledge, in this institution the interest taken by the pupils in the library so generously provided and so judiciously managed, has been second to that of no other department. The result has been, in every sense, most satisfactory. All the pupils are in contact with their teachers, and constantly receive instruction and information from them; and when they go away they tell their friends, with whom they are in constant communication. If they acquire an acquaintance with these silent friends, they acquire an acquaintance as valuable as from any other source. In regard to Sunday, I have sought for books in my own private library that have been read with great interest. When the children are thus encouraged, and have used the books, I have found the benefit in many cases to be very great. I hope an impression may be made so that every institution may have a library, if not already equal to that in this institution, that will compare favorably with it.

PROF. NOYES—There are two or three points that ought to be emphasized. What kind of books shall these children use? It is my firm conviction that the miserable trash that is published and circulated through our country, and largely among our young people, is more pernicious than the use of tobacco, and, perhaps, tobacco and whiskey combined. There are children who have got into the habit of using this vile, pernicious literature, which is sold on the cars, and I could name boys who have gone on in a career of vice and crime and ended in the reform school or penitentiary, as a result of such reading. I think every teacher and every superintendent should have a sharp and quick eye to detect any such tendency in a library and among the pupils.

I think our institution papers, where they are properly edited, are worth a good deal. I believe that an institution paper should have a large proportion of its reading matter devoted to subjects that will be read by children. They will relish and read such papers; they will read them when they will not read story books. We have some of the best papers in the state among our exchanges. I value much the suggestions made with regard to methods. I think they are all good; but we want to publish something simple, to increase and foster the spirit of reading and inquiry. But we

must be very cautious; whoever has charge of the library should be sure to keep out improper books, and endeavor to prevent the pupils from running after the wonderful and sensational. There are Sunday-school libraries in which one-third of the books had better be burned, than to have the children use them. In Madison, Wis., a few days ago, we had a conference of charities, and it was there maintained distinctly and squarely that the publication of this vile stuff, printed throughout the land, has greatly increased vice and crime.

PROF. GILLESPIE—I have no better plan than papers to inculcate an interest in reading. Frequently in my lectures to the children, I relate some anecdotes selected from the Nebraska Mute Journal, and before relating them I tell the pupils where they can find the story. I notice that there is always a demand for the Journal after that. The pupils want to see what is said about the story. We have a fair library in Nebraska, and I take a great interest in the selection of the books; but as Prof. Woods has said, I have had difficulty in selecting suitable books for the children.

DR. G. O. FAY—The discussion has taken a wide and unexpected range. In regard to the institution paper, where it exists, I have a word to say. I believe a good institution paper, properly conducted, is superior to the influence of any one teacher. I believe the person who establishes or controls such a paper, be he superintendent, teacher or trustee, has a very grave responsibility, as well as opportunity. He really furnishes to the pupils, from week to week, a sheet upon which they will spend a great deal of time, and in which they will take much more interest than they will do in any books from the choicest library. These papers should not be conducted with a leading view of obtaining subscribers from outside the institution, or of obtaining subscribers or money from any quarter. They should be sacredly managed and controlled for the best interests of the pupils. Their primary and chief aim should be to promote the welfare, moral, intellectual and social, of the pupils. Popularity, and patronage from graduates and hearing readers, should be only incidental. To fill a paper with gossip, however innocent, is simply to take your family and mine (for the institution is simply a family multiplied manifold) and turn them inside out to the public. That is not a proper thing to do, and no superintendent justly alive to the comfort and happiness of the individuals of his extensive family, will permit it. If it is best that the small matters of institution life, every accident, misfortune and folly, however trivial, should be written up in the institution newspaper—if it is indispensable that there should be something from week to week that is newsy, spicy and piquant to readers throughout the state and the country—let the principal himself, who is the father of the household in a most real sense, and in the only real sense, for it has no other father, make the desired selection of items describing the interior life, and suitable for publication; and let nothing be upon any subject unauthorized by him as its master. Of course, assistance will be welcome, from all persons, and very valuable if judiciously furnished. But let this be cared for as the books on your

library shelves, for it will be read more thoroughly and generally by far. I think our institution papers, where they exist, are of more real consequence and have more influence than any other single literary interest of our institutions. I believe there is no other influence or interest we are so careless about.

PROF. HAMMOND—One example that a person has experienced is more telling than several that he may read about. Some time ago a train was stopped on the Iron Mountain railroad by three young men. The train was robbed, and a large amount of money taken, and the robbers escaped; but pursuit was made; the men were captured, brought to Little Rock and tried. One, I heard afterwards, much to my sorrow, had been a boy under good training in Jacksonville, Illinois. These boys got sixteen years in the Little Rock penitentiary. Every one of them said he had been led to the commission of the crime by reading yellow-backed novels—nothing else. I state it here, because it has come prominently under my observation, and made a permanent impression upon my mind.

PROF. ATWOOD said that a course of lectures, in addition to the library, ought to be made profitable. In Hartford, the teachers often consume an hour in lecturing on a subject of general information. He remembered Mr. Stone well, whose lectures are held distinctly in his memory. He frequently found, when reading a book now, that his mind was carried back to the lectures that explained the book. When the deaf and dumb read, they read with a partial understanding. It would be much better for them to talk about what they read.

PROF. WILLIAMS—It has been suggested that I should say a word with regard to the books we have received during the past year at the Hartford institution. We all know how difficult it is to find books and reading matter suitable for the younger pupils. A benevolent lady in Norwich, last year, was making some inquiry as to what way she could give a sum of money to establish some memorial of her sister, who died in the asylum some time ago. It was suggested that if the money be given for a memorial publication fund, it might form a nucleus, or something that in time would grow into proportions that would make it very useful. So this lady gave us in hand two thousand dollars, the interest to be used in preparing matter specially for the deaf and dumb. Of course this sum is small and entirely inadequate to perform any great amount of work. But, as I say, it formed a nucleus, and we hope to see it grow into large proportions. If our friends in other institutions could be induced to do something of this kind, a great deal of good might be accomplished. It seems to me that the teachers of the deaf and dumb might do a great deal more than is done in this special line. Every year there is a great amount of matter written prepared especially for the younger classes; exercises written upon the slate, or upon the walls, or upon paper. If this work were pursued, in time it would form a great mass of material, which is now allowed to go to waste. I wish there could be some sort of effort to have the best of these productions preserved.

PROF. NOYES—I suggest that from time to time lists of the books used in the several institutions, found to be the most useful, be made and published in the institution papers, that all may have an

opportunity to compare them; and a brief notice for each institution would be of great service. I have a hundred dollars to devote to the purchase of books, and I will not select a book that I do not know something about. Books of reference I can get; but what I want is books suitable for children four years of age.

THE PRESIDENT—The chair is of the opinion that the time properly allowed for this subject is about exhausted. We have still one paper to listen to, unless some other important addition is to be made to the discussion.

MR. GORDON—I wish to state one point, and briefly. I find that in many institutions our teachers and pupils are ignorant that a publication entitled *Rain Drops*—published but one year—is most admirably adapted for reading matter for deaf-mutes. For their information I will say that the merits of this little work, which can now be obtained in a bound volume, are such as to justify its general introduction. Pupils of from four to six years of age can use this little work with very great benefit. There are fables, historical sketches, biographical items and stories of various kinds. All have been rewritten for the special use of deaf-mutes, and they are admirably adapted for the purpose. I believe copies can now be obtained for \$1.35 by addressing Mr. Logan, Pittsburgh, Pa. I understand he sunk considerable money in its publication, and it is not now published. But the volume should be in every school-room.

PROF. NOYES—We have used in our institution fifteen copies with the best results.

DR. GILLETT—We have used a dozen or fifteen copies in our institution, and every child who reads it tells other children that they should read it.

MR. ROBERTS—I introduced this paper into our institution in Kansas. Twenty-seven copies of *Rain Drops* were distributed last year, nearly all among the mutes. The book has done more to cultivate taste among our young pupils than anything we have ever found before.

Prof. Hammond read a paper as follows:

COMPULSORY EDUCATION.

By Prof. H. C. Hammond.

It has long been held that one of the duties of a Commonwealth is to provide for the free education of its citizens. As an outgrowth of this idea, school-houses dot the landscape in every state. We are gathered here to day as one of the results of it.

Why does the state undertake to guarantee education to all classes of her citizens? It cannot be from pure and disinterested benevolence. Benevolence, regarded in the abstract, belongs to individuals and not to states. For every expenditure of time and money on the part of the state she is held strictly to show cause for a reasonable supposition that directly or indirectly there shall be some return. It must be either in the advancement of her people, physical or mental, or in more fully securing her own safety. To encourage invention and literary efforts by patent and copyright, and art by purchase of fine pictures and statuary, has been long allowed as

perfectly legitimate in a government, while the right to expend millions in physical defence goes without saying. All these things bring some return directly or indirectly, stimulating the activity of its citizens, making their homes safer and the country more desirable as a place of abode.

How is it with education? The value of any animal whose labor can advance the comfort or happiness of mankind, is enhanced by education. Even a despised dog, dear at five dollars, when put through six months' schooling becomes worth twenty-fold as much; and the unbroken colt that a man scarcely dares risk himself with is turned over to his wife or daughter after the same time of instruction, with no thought of danger. If this be true of inferior animals, how much more must it be true of man, with an infinitely expanding mind? The uneducated subject is worth a certain amount of sinew and bone to the country; with an education he is this, plus a good deal more. And he is worth more, because the more he is educated the less animal dominates, and the more he is ruled by intellect. His reason can be appealed to and his judgment depended on. The further his education is carried, the less he becomes the prey of designing men. There is danger to a government from the presence of an ignorant element. It recruits the lowest classes of criminals. What does society, *i. e.*, government, do with such? It must build jails, establish courts, expend vast sums for officers to execute some sort of penalty on these offenders. Why? To secure itself against repetitions of crimes. Self-protection requires all these. If this be the fact, self-protection can go still farther and prevent some of these crimes by a system of training which shall remove the cause. But a knowledge of the multiplication table and Spencerian penmanship, will not insure a man against committing crime. True, but the densest ignorance keeps company with the worst crimes. This is one of those universally admitted statements unnecessary to prove here.

In any commonwealth there is danger from the schemes of a discontented educated element. The best educated criminals are the most to be feared. But the force of their machinations is much weakened by the education of all classes of community, for it leaves fewer who can be influenced by the master-mind so as to be led into violence by the unscrupulous schemer.

The attention of the civilized world has been called to poor Ireland, where misgovernment is said to have produced distress, riot and murder. The southern portion of that green isle is not inhabited by as well educated and thrifty a set of people as the northern. But I never heard of a north Ireland Irishman complaining of oppression and misgovernment, nor breaking out in lawlessness, nor poor as poverty. Could you find a man from Belfast ready to admit that his countrymen are oppressed? Do you doubt that if the whole island had been as intelligent as the northern part, we would have been spared the long list of evictions and the mass of no-rent twaddle and the cowardly assassinations?

In 1877, the presence of an ignorant set of people in various cities, was the only thing which made possible the riotous outbreaks in connection with the strikes of that year which you all remember so clearly.

Combinations of guilds and leagues to protect members against capital, are as legitimate as combinations of capitalists to render themselves independent of labor. But the former often produces riot, destruction of property and loss of life. The tax-payer with a family growing up around him naturally feels it no hardship to contribute his mite to the maintenance of a good free-school; getting his return in the education of his family. But his neighbor, whose children may possibly be in inverse ratio to his wealth, has no such recompense. Yet the authorities are upheld in taking his money on the ground that he pays taxes on property that he may have it to pay taxes on, being secured to him in peace, by the expenditure made in educating the rising generation. B pays taxes to educate A's children to let B's property alone and behave themselves as good citizens generally, thereby lightening the burdens of all the Bs in community as far as making their property attractive and valuable is concerned, and the prosecution of law-breakers.

Now it occurs to B, when he perceives that not all the parents of his community send their children to school, that to a certain extent his money is being wasted. He naturally reasons something in this way. It is no more than fair, if I pay taxes to support schools, on the ground that they make good citizens and thus my property is protected, that in return I have a right to demand that the children of this community shall be in attendance on these schools. The man may pay half the taxes in a village; he and one or two others may pay seventy-five per cent. of them; so he is not in the minority as far as the financial aspect is concerned. But regardless of that, is his position unfair or illogical? In this age of majorities, have the minorities any rights that the larger number are bound to respect? It is respectfully submitted that this is the logical outcome of the argument for self-protection, and that it is no stretch of the authority of a government to say to the rising generation and their parents: "You must be taught; and you must send to school," than to say to the adult and childless one: "You must help pay for the schooling of these children."

But how can it be expedient for us to introduce into our schools those who must be forced to come? What is to hinder our own dear children, who, one would be blind not to see, are patterns of purity and industry, as would naturally be expected, being contaminated by being thrown in among the children of those who do not appreciate an education. We must own at once that our children will be exposed to evil influence of playmates, at any school, public or select; the latter scarcely less in cases of equal numbers than the former; and if you would remove your child from these entirely, you must have him or her practically taken out of this vile world, cut off from all intercourse with fellows, walled in perhaps, lest some sound or scene confront him that would make your pure nature tremble.

It is not natural that persons the most benefited should need more than moral arguments to lead them to embrace their opportunities for an education. When a commonwealth offers to educate their children gratis it does enough; they should grasp at the chance without delay. So they should; but when they do, there will be an Utopia indeed. We are to deal with things

as they are, or be rated unpractical. The times are out of joint; government is based on physical force and you cannot contradict nor alter this.

Can much good be accomplished with this forced material? It by no means follows that because a parent does not recognize a child's needs enough to send it till forced to, that therefore such a child comes from stock too poor to receive any benefit from an education. He may have the making of a good man in him, if rightly handled. How many hundred years, how many generations is it since our own ancestors were serfs with the marks of their bondage, iron collars with their master's name, upon their necks? But modern England and America hold their own to-day in any competition.

There was a time in the history of our race, when government took no thought of either children or animals, allowing the father and owner to work his own sweet will with them, feeding or starving, oppressing or indulging. But society has now advanced beyond that, and proposes to inquire whether a parent or owner is cruel to his child or animal, hesitates not to interpose its strong hand to take away the object of its cruelty. This advance is good; it is sustained by a modern idea of mercy; all humanity cries out in favor of it, and execration of the brute who would heap up cruelty on the defenceless. But is it any less a cruelty, for gain or carelessness, to dwarf the mind; to starve the mental nature than the physical? Children have rights that even parents and guardians are bound to respect. Education is one of them. If these rights cannot be respected without the last resort, force, then let force be applied; or if, with force as an adjunct, a power behind the throne, an influence can be brought to bear which could not otherwise, let that force wait upon the moral suasion, to be hung up as the dernier resort.

Said Francis Abbott: "The enforcement by the State of universal education, is not compulsion of the parent, but protection of the child. If any parent violates the child's right to be educated, his right to a fair chance in life, his right to enter on a career which shall not have the jail as its foreordained terminus, then the State has as much right to compel respect for this as for any other violated right. Such a parent is a criminal."

But many parents retain their children at home on account of the wages they earn, which are needed to support the family. Though this may be strictly true in occasional instances, I hazard little in saying that even in a new and poor state they are the exceptions. Rarely is it absolutely true that the labor of children between the ages of eight and fourteen, is so needed as to make it impossible to send them to school. If the whole truth were told, a careful examination of such cases would develop the fact that, as the old Sunday-school song has it, those children were "wandering or trifling at home." No law can be found making it the duty of children to support the family, and if in a few exceptional cases, so few as to prove the rule, hardship might be entailed, it is no more than can be said of a large percentage of legal enactments already upon our statute books and looked upon as wise.

A state may exert any amount of power at its command to reduce an insurrection. Numerous instances from history occur at once to your minds in support of this statement. But insurrections come

from ignorance in so many cases, as to warrant us in saying, always. Has the commonwealth authority by the natural law of self-protection to call out all her reserves at such a time, and *not* the authority to save the loss of life by prevention instead of cure, eliminating ignorance from the problem? Will any thoughtful person say that a community with any idea of preserving its existence unimperiled can allow a horde of street arabs to grow up living by their wits, sleeping where night overtakes them, learning rapidly all to be acquired in the night-school kept by the devil, in the street, with the almost certain prospect of figuring first in the police courts, at last in the penitentiary or on the gallows? Shall they be allowed to dictate to society, as they have already done to their wretched parents, those of them who possess such appendages, or shall those careless, besotted parents be allowed to dictate to society, as to how these gamins shall live, for fear of working a hardship to such a class or interfering with their individual rights? A man is supposed to have a right to sell what he can make or raise or acquire in a legitimate way, but when it comes to arsenic, strychnine, yes, even alcohol in some of its combinations, the law steps in and imposes certain restrictions, or forbids him altogether. Human life is then at issue, and with the exception of alcohol, no objection is raised. Can less be at issue when we consider the possibilities of danger to the state from those thousands of uneducated youth we mention?

But we need results in this matter. There must be some place where we can look for them. It will be matter of surprise to no one that it should have been tried abroad. We would naturally expect Germany to carry out the provisions of such a law, even though more harshly framed than any other nationality would endure, to the letter. Long ago Fichte said: "It is the first step that costs. The first generation will be the only one on which it will be necessary to use constraint; for those who have received the proposed education will voluntarily send their children to school." Experience has verified this prediction. The recent school statistics of Germany show that school attendance is practically universal. Said a resident of Dresden to the writer: (B. G. Northrup, Secretary Board of Education, Connecticut,) "Were the question of compulsory attendance to be decided by a plebiscitum to-morrow, it would be sustained by an almost unanimous verdict." Among the conscripts of the districts purely German, hardly one in a hundred is without education; in Berlin the proportion is two in a thousand; the average is raised to three per cent. by the drafts from the non-German districts.

After Sedan, Professor Breal, one of the wise men of France, said: "We must take our model from our conquerors. Three-fourths of our children must be regarded as devoted to ignorance." M. Emile de Laveleye said: "It is an indisputable fact that ignorance combined with universal suffrage was the immediate cause of the recent reverses in France." Jules Simon said: "Prussia with obligatory instruction has conquered ignorance, a victory from which we are separated, after thirty years of effort, by nine hundred thousand children ignorant and neglected." Guizot was Minister of

Public Instruction in 1883 and successfully opposed a compulsory system. But during the latter part of his life he confessed that the logic of events had refuted his old theory.

Compulsory attendance is universal in Switzerland. "This, more than any other country of Europe," says Northrup, "is the home of industry. Her mechanics are educated and skillful. Though hemmed in by mountains, without a seaport, with no coal, with costly transportation,—all freight from the seaboard coming over foreign territory,—she threatens the silk trade of Lyons, takes the ribbon trade of Coventry, rivals the English in muslin and delaine and the world in watches and wood carving. The Earl of Roseberry, President of the English Social Science Association, says that the cause of this rapid progress of Swiss manufacture is the education which she gives."

Canon Kingsley, of England, long opposed compulsory education. He considered it offensive to the independent spirit of Englishmen. But these objections had no more weight with him when he found that the working classes were not opposed to it. In England the experiment was tried in a local option way, permitting towns with a school board to introduce compulsion. It was not long before almost the entire town population of England was working under the compulsory principle; and those in a position to know testify that a motion versus compulsion would not command a single vote in the boards of London, Manchester, Birmingham or any other large town.

Mr. Phipps, a member of parliament, says: "Eventually compulsion must be universally employed. Experience already proves that the principle of compulsion is not repugnant to the feelings of the people. It is the only remedy for the present, and after it has been applied for a generation it would be needed with reference only to the waifs and strays of population."

But how can this set of experiments drawn from governments of the Old World prove anything regarding Americans? We are a people unlike Europeans; our institutions in spirit and letter differ from theirs; force is inconsistent with the spirit of people who want nothing to hinder them from working out their own salvation—or the reverse, so long as they are untrammelled in their own way.

We must be allowed respectfully to state that the difference in the form of government and early training cannot make these examples valueless. Otherwise it would be impossible for so many adult Europeans immigrating hither, to embrace in so short a time as many do the principles of free government and become worthy citizens of our Commonwealth. We have not on this account hesitated to cross the Atlantic for whatever there might be valuable in literature, science and art. Particularly in school plans and the care of the insane have we been their debtors. A quarter-century ago, the public schools of our largest interior city were modeled to a great extent after those of Prussia.

Whoever refers the origin of compulsory education to Europe needs to be posted as to its inception. New England claims the honor of being the first to enact and apply the principle. Two hundred and thirty years ago, according to Northrup, Connecticut

passed most rigid laws for coercive education, and Massachusetts eight years previous. The selectmen of every town were then required to see that there was not so much barbarism permitted in any family as that their children should not be able perfectly to read the English tongue, upon penalty of twenty shillings for each neglect therein. Repetition of the offence was punished with yet higher fines, or by taking children away from their parents and apprenticing them where they would be sure to be educated. In the early history of these states, this law was strictly executed.

The following is the text of the statute on this matter: "Forasmuch as the good education of children is of singular behoof and benefit to any commonwealth, and whereas many parents and masters are too indulgent and negligent of duty in that kind:

It is therefore ordered by this court and the authority thereof, that the selectmen of every town in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbors, to see

First, that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach themselves or others, their children and apprentices so much learning as to enable them perfectly to read the English tongue and knowledge of the capital laws; upon penalty of twenty shillings for each neglect therein.

And further, that all parents and masters do breed and bring up their children and apprentices, in some honest, lawful calling, either in labor or employment, either in husbandry or some other trade profitable to themselves and the commonwealth, if they cannot train them up in learning to fit them for higher employments.

And if any of the selectmen, after admonition by them given to such masters of families, shall still find them negligent of their duty in the particulars afore mentioned, whereby children and servants become rude, stubborn and unruly, the said selectmen, with the help of two magistrates, shall take such children or apprentices from them, and place them with some masters—boys till they come to twenty-one, and girls to eighteen years of age complete—which will more strictly look unto, and force them to submit unto government according to the rules of this order, if by fair means and former instruction they will not be drawn unto it." (Code of 1650.)

It was so heartily approved by the people and the education of all children was so generally desired and secured, that attendance lost its involuntary character. Created by public opinion, it tended to deepen that sentiment. The demand that the barbarism of ignorance should not be tolerated, helped to make it disgraceful to keep even an apprentice from school. This old law greatly aided in awakening and perpetuating this public interest, and in fixing the habits, associations and traditions of the people. For one hundred and seventy years after the adoption of this law, an adult native of Connecticut of sound mind, unable to read the English language, would have been a prodigy.

But we are not unprepared with results on this side the water. Several states have passed compulsory education laws within a few years. As to the effects of some of these we may allow Hon. John D. Philbrick, of Boston, to testify. The experiment in Connecticut is another valuable argument in favor of the principle of compul-

sion. I fully believe not only in the expediency of this principle as an indispensable element in our system of public schools, but I believe compulsory education is destined to be absolutely universal in every country that pretends to educate its children. Thus far, in view of the subject, the arguments are of universal application. They apply with increased force to the class among which we work. Add to the ignorance and selfishness of parents exhibited regarding the instruction of their hearing and speaking children, the parental longing to have a mute child ever under their watchful eyes, the increased affection on account of misfortune, and it seems very natural that the parents of mutes should need some spur to cause them to live up to their privileges. Those of us coming from the more thinly settled states feel this in an especial manner. But we are not alone in this. To one who has read carefully all the original matter in the papers published for mutes during the past year, the complaints in regard to this matter seems well nigh universal. As a sample of many, the following from the *Mutes' Companion*, of Minnesota, will serve to illustrate the prominence of the question, and the position many of the members of the profession occupy regarding it:

"The Maryland Deaf-Mute *Bulletin* gives some facts and figures as to deaf and dumb children in that state who have been deprived of education by the ignorance, stupidity and selfishness of their parents. The *Bulletin* comes out strongly in favor of compulsory education. The *Companion* is not in favor of a law to summarily drag children from their homes and place them in distant schools; but it is in favor of punishing parents for cruelty to their children, whether that cruelty consists in beating them with cudgels or in depriving them the education that the state freely offers.

"Complaints have been coming, and continue to come, from even the most favored portions of our land, that neither we, nor any one else, reach as many mutes as we ought. Let educational canons become cannons, and let the cannons carry ball." [Pres. Bartlett].

Newton Bateman said, in this city, some dozen years ago, that compulsory education was no more compulsory than any of the rest of the public education system; compulsory from the inception, and compulsory all the way through.

We think there is little to fear in following out the line of compulsion till every parent must give a good reason for not training his offspring. This may not be the opinion of this convention. To bring out the views of the members is one of the objects of this paper.

To proscribe the limit beyond which a commonwealth should not presume to insist on an education, is not its province at present.

THE PRESIDENT—Discussion on the paper is now in order.

PROF. NOYES—I had the pleasure of introducing the subject to the convention at Indianapolis a few years ago. I fully agree with the main sentiments of the writer of this paper, that compulsory educational laws wisely enacted and persistently enforced would be a great blessing to the children of all classes, especially to the deaf and dumb. The early part of the paper considered some objections to such a law and explained why they should not be regarded as serious objections. But from what I have seen in the papers and from communications and conversations with lawyers, judges and

men of broad views, I am satisfied that the main difficulty in this country is that you invade the private family and you take from the care of the father and mother, these helpless and dependent children who are unable to take care of themselves and unable to provide for themselves. This is so repugnant to the ideas of freedom of the American citizen that very few will consent to vote in favor of it; and until there can be brought to bear upon our people influences which shall enlighten and enlarge their views in regard to these things, I apprehend we shall never be able to get a strong popular vote in favor of compulsory education. This has been illustrated in some cities like Boston and other places; but there are signs of growth. I am happy to say I have seen a good many people, strongly opposed to it at first, change their views and take a strong position in favor of it. The main point is to be able to get that difficulty out of the minds of the American people. They are accustomed to such laws across the water, on the continent; but in this land of liberty and private rights the family is too sacred, and the American people are not as yet prepared for it. But there are, I am glad to say, signs of progress in regard to this among our own educators. Those present at the Indianapolis convention will remember that there was an expressed opinion that I was a rash young man to present such a paper; it was received with much disfavor; but a few years afterwards, at a conference of principals and superintendents, held at Flint, Michigan, the matter was taken up and a resolution adopted, unanimously, declaring that compulsory education laws should be advocated, and that the teachers of the deaf and dumb should encourage them as best they could.

PROF. HASKINS—I said to our superintendent a few days ago that it seemed to me it would be a good idea to send circulars to the trustees of every institution in the state to bring special pressure to bear upon parents of deaf and dumb children to send them to the institution. He said he had no doubt that at least one hundred and fifty could be brought in, in that way, who are now without any instruction whatever. He said the only objection would be the crowded condition of our institution.

DR. PEET—We have found in New York that the law which exists there requiring all the children under the age of fourteen to go to school a certain number of months every year, is working very favorably in regard to deaf-mute instruction. We often find parents will come bringing a little deaf-mute boy. They are only too glad to know that the child can be instructed and cared for. It is not done in a compulsory way. It is carrying out the law. The officers of the institution are regarded as friends. I think the trouble with all laws for the benefit of the community, is the manner in which they are enforced. If they are enforced in such a way as to make parents feel that the effect is going to redound to the benefit of their child, then they are delighted, and learn to know that this is one of the ways in which the State is bound to protect itself. No state can afford to allow a single deaf-mute to grow up in ignorance.

MR. ATWOOD—said that when parents understood the compulsory education system, their objections disappeared, and they were pleased with the plan.

DR. GILLET called the attention of members of the convention to the examination papers in the various school-rooms. He wanted the members to see the work of his pupils as well as the material.

PROF. HAMMOND—Compulsory education is said to be contrary to the spirit of the American people, and I have quoted Kingsley, who says it is contrary to the spirit of any people; but I have yet to find persons who are opposed to it in this country. It cannot come from the rich, because they want all educated, in order that their property may be safe. It does not come from the poor, because when their children get into school they stay there.

The convention adjourned till afternoon.

AFTERNOON SESSION.

The President called the convention to order.

PROF. NOYES.—As reports from the committee on necrology are next in order, and as our time is short, I think we may as well enter upon this part of our programme. Before presenting the reports from the several institutions, I desire to call the attention of the convention to one or two items. I have in this paper a list of nineteen who have passed away since the last convention. Since the committee was appointed we have endeavored to find individuals from several institutions who knew of members deceased, who were willing or ready to prepare notices. Early in the session of the convention, as some of you are aware, attention was called to this report, and you were requested to hand in the names of those who have died since the last convention. The list was not handed in to me till this morning. We have been unable to find any one who knew anything about one or two who have died, consequently one or two may have been passed by necessarily. I regret this, but we are unable to change it. I wish to call the attention of officers and instructors in the different institutions to the fact, so that when such a convention occurs, the annalist may be informed, and that some person from these several institutions shall be prepared to communicate some suitable brief notice of these laborers. I think it is due to all who have been laboring, and have closed their earthly career, in connection with these institutions, and this noble work. They should honorably and properly be put on record, that those coming after us may know their history. Without any further remarks, in regard to this matter, I will now, as chairman of the committee, call upon different individuals to respond.

Obituary notices were then read as follows:

EDWARD COLLINS STONE.

By Job Williams.

Edward Collins Stone was born at Hartford, Conn., January 29, 1840. The son of the Rev. Collins Stone, at that time a teacher in the American Asylum, he was born into the atmosphere of deaf-mute education. When he was twelve years old, his father having

been called to the superintendency of the Ohio Institution for the Deaf and Dumb, the family home was removed to Columbus, Ohio, where for four years he was intimately associated with the pupils' family life. In 1856 he returned to the east to pursue his studies, spending two years at Williston Seminary, in Fort Hampton, Mass., and four years at Yale College, from which he was graduated with honor in 1862. He at once entered upon the work of teaching deaf-mutes in the Ohio Institution for the Deaf and Dumb, and, after two years of service in that field of labor, accepted a call to a similar position in the American Asylum, at Hartford, of which his father had assumed the principalship the previous year, and gladly returned to the home and associations of his boyhood. Four years of training and experience there, and of that best of all preparation—intimate association and filial co-operation with such a master of his profession as was his father—gave him a rare fitness to take up the duties of principal, when called, in 1869, to take charge of the Wisconsin Institution for the Deaf and Dumb. Two years later, the principalship of the American Asylum was left vacant by the sudden death of Rev. Collins Stone, and in January, 1871, the son was invited again to return to Hartford at the head of the institution. This position he filled till his death, December 21, 1878. On the 20th of July, 1869, Mr. Stone was married to Miss Mary C. Welles, of Hartford, Conn., who with four children survives him.

Though cut down in the prime of life, Mr. Stone had already accomplished a great work. In whatever position he was placed, he showed a rare fidelity, conscientiousness and zeal that were their own warrant of success. As a teacher, he was patient, painstaking, persevering. Time and toil were given to his pupils without stint, and their religious instruction called forth his deepest thought and most earnest endeavor. Uniting gentleness with firmness, he ruled by love, and in return won the love of his pupils. Obviously unselfish, kind, considerate, thoughtful for others, charitable, generous, the aroma of his Christian character left its fragrance all along the pathway of his life.

JOHN CATLIN BULL.

By Dr. G. O. Fay.

John Catlin Bull was born at Southbury, Conn., October 12, 1824. An orphan, educated at Yale college and seminary, and licensed to preach, he became a teacher in the American Asylum in 1852, one year before the death of Principal Weld, and never seeking and always declining higher stations, he continued a teacher for twenty-eight years. His death occurred July 12, 1880, after a painful illness of several weeks. He found in the corps of instructors composing, a generation ago, the faculty of the American Asylum, congenial fellowship; and his prominent affection for deaf-mutes and hearty interest in whatever affected their daily life and school experience, fully absorbed his attention and sympathy. He performed his school work with fidelity and devotion. He won the hearts of his pupils, and with skillful methods and with patient care led them towards the acquisition of elementary learning and mental power. For ten years, 1867-77, he conducted with full success and prosperity the Gallaudet scientific class. Believing, with

his associates, that deaf-mutes would be most profited by school work less pretentiously styled, in 1877 he resumed his place in the general curriculum of school work, and became occupied more fully, and mainly, in the teaching of English composition.

He read widely in historical, elegant, and current literature. In the social life of polished circles, as well as in the more retired experience of domestic endearments and responsibilities, he was characterized by remarkable purity of thought and speech, prominent sensibility and habitual delicacy and modesty of spirit. He loved the sunshine of thought, of feeling and of life, and contributed continually of his own.

DAVID ELY BARTLETT.

By Dr. I. L. Peet.

David Ely Bartlett, the son of Rev. Shubael and Fanny Leffingwell, Bartlett, was born in East Windsor, Conn., September 29, 1805, and died in Hartford, October 29, 1879, at the age of seventy-four—died in the harness with an experience of fifty-one years spent continuously in the instruction of the deaf and dumb. For four years after his graduation from Yale college in 1828, he was an instructor in the American Asylum. During twenty years, from 1832 to 1852, he taught with distinction in the New York Institution. During eight years, from 1852 to 1860, he conducted a private school for deaf-mutes in Poughkeepsie, and, assisted by his talented and devoted wife, laid the foundations broad and deep of the mental and moral culture of some of the most distinguished deaf-mutes in the land. This class of pupils no longer continuing in sufficient numbers to justify the continuance of his school, he accepted the post of instructor in the American Asylum then offered him, and for nineteen years, till the day of his death, gave to that time-honored institution the best fruits of his eminent ability.

His friend and fellow-collegian, Rev. John R. Keep, in an interesting sketch of his life, published in the *Annals* of January 1880, thus truthfully and appreciatively speaks of a man whom none knew but to love, none named but to praise.

"If ever a man was fore-ordained to a special calling, and adapted to it in body, mind and soul, Mr. Bartlett was thus set apart for the peculiar work of his life. Ready and apt as he was in speech, one who saw him use signs would have thought that he could never have known any other mode of communication. His mental processes, in determining how to express his ideas, were so easy and rapid that he had no consciousness of them. They were as easy and natural as his breath. * * *

"Of Mr. Bartlett as a teacher, it is to be said, first of all, that he secured the love of his pupils. His affectionate nature flowed out towards them as if they were his own children. His skill in interpreting their half-formed ideas and expressions drew them towards him as to a light in darkness. All their little troubles and sorrows were looked into, and tenderly sympathized with. With his loving arm around them, he would comfort them as a mother comforteth her children. In his picturesque signs he would go with them to their homes, kiss the baby, feed the chickens, drive the cows to pasture, throw stones at the squirrels running along the fence, play

with the kitten. No wonder they were drawn in close affection to such a magical friend. Yet, while he rarely failed to win the love of those he taught, he was not neglectful of discipline. He could reprove, as well as commend. Those who taught in adjoining rooms used often to hear his objurgations, uttered aloud, as he addressed himself to some idle or inattentive pupil. Those whom he had most occasion to reprimand, however, were as forward as any to say they loved Mr. Bartlett. Moreover, he exerted himself from the first, most assiduously, to improve the manners and habits of his pupils. He was constant and untiring in inculcating gentleness, kindness and politeness.

"But more particularly of Mr. Bartlett's merits as a teacher, we would mention: *First*, his power of making himself understood on any subject which was within the scope of the minds he had to deal with. A *second* peculiar merit was his indefatigable industry. Whatever he undertook to get into the minds of his pupils, was sure to be lodged there by his unceasing re-iteration. He knew nothing of time or fatigue while in his classes. He never sat down, unless while correcting a composition. *Third*, his pleased and delighted expression, when his pupils did well, operated as a charm to draw them on to eager and pains-taking effort. *Fourth*, he was persistent in his endeavor to make his pupils understand and practise the common forms of expression, and with distinguished success. No pupils surpassed his in their ability and readiness to answer such questions as were likely to be asked them as they went among speaking people. *Fifth*, he was, as we have already mentioned, assiduous in teaching minor morals and manners.

"But above all, and more than all, Mr. Bartlett was distinguished as a teacher by the prominence which he gave to the training of the heart. Duty to God, faith and love to Christ, entered into all his instruction, and into all parts of it. No day passed that he did not enforce these themes with all the power of his loving heart. Little children, under his guidance, were taught to close even their first letters home with the prayer, 'May God bless and keep you always,' and so to carry the thought of God to homes where it had never come before. Left wholly to himself, he would have made the Old and New Testament his chief text-books, and they were mainly so as it was. Here was language on which he delighted to dwell; here were fountains of living water, which he delighted to impart. Springing, as his instructions did, from his own warm heart and simple faith, they were always fresh and interesting. If he had done nothing else for the deaf and dumb, his religious instructions would have made him one of their greatest benefactors."

He rests from his labors. Of such is the kingdom of heaven.

WILLIAM LIBBEAS BIRD.

By Job Williams.

William Libbeas Bird was born at Prospect, Conn., November 18, 1849. He became deaf in his seventh year, and in his ninth entered the American Asylum. Three years thereafter he entered its high class and remained a member of it five years. He next entered the National College at Washington, D. C., and four years thereafter,

in 1870, graduated with the highest honors. He entered at once into the service of the census bureau, but was soon called to the charge of the high class in the Virginia Institution. At the close of the year, 1871, he received an appointment as teacher at the American Asylum, his alma mater, and continued to discharge the duties of his office with rare acceptance until his death, which occurred in his thirtieth year, January 11, 1879. In 1875 he was married to Miss Gertrude Emerson, herself a graduate of the high class and a teacher.

He possessed in a high degree active and original intelligence. He was interested in every practical subject of thought and loved all useful labor. Life to him had no dullness, no drudgery. His understanding and reflection was remarkably ripe and correct. His personal temper was retiring and yet fearlessly persistent in the performance of every duty. He made the daily life and experience of his pupils his own, and by his cordial sympathy, his sincere, unselfish, tender, paternal interest, won to an universal degree their respect, their love, their complete obedience. He had the intuitive comprehension of fitness in the affairs of life that marks the cultivated gentleman. His religious and moral convictions were correct and controlling. He was permitted in his fragment of life, so sadly brief, to attain the completeness and symmetry and perfection of character that few attain at any age.

JACOB VANNOSTRAND.

By Dr. I. L. Peet.

Died, at his residence in New York on the 29th of November, 1879, in the sixty-fifth year of his age, Jacob VanNostrand, A. M., one of the most distinguished instructors of the deaf and dumb in this country. He was connected with the New York Institution from 1838 to 1857. From 1857 to 1876 he was principal of the Texas Institution at Austin. In 1876 he renewed his connection with the New York Institution, where he continued in the faithful and successful discharge of his duties as professor until death brought to a close his singularly useful career of forty-one years.

Mr. VanNostrand was a living example of the power of vital religion. In his daily conversation there was no selfish assertion. The set phrase of the pharisee, the cant of the hypocrite, even the sweet, spontaneous expression of the unconscious Christ-lover, all were absent; but there was an undertone in what he said, and a suggestion in what he did, from which his true relations to Him whom he had accepted as his Redeemer were to be naturally inferred.

Habitually he was quiet without inanity, neat without fastidiousness, punctual without obtrusiveness, modest without timidity, patient without abasement, exact without affectation, urbane without sycophancy, refined without feebleness, elegant without ostentation, dignified without arrogance; and, with all this, he was sound to the core as to truth, purity, honesty, benevolence, and magnanimity.

The soul of honor, he could always be trusted. The impersonation of good-will, he was never appealed to for assistance in vain.

Such a man could hardly help being a good teacher. His example was, in itself, of the greatest benefit to those placed under his

care, unconsciously establishing in them habits important to their well-being and favorable to their intellectual progress. Add to this his high culture, clear intellect, analytical methods, and deep interest in the work of imparting knowledge, and the combination leaves little to be desired. In his use of the sign-language, to which he attached great value as an instrument of instruction, he was clear, nice, exact, and methodical, rather than forcible or graphic. Every gesture was complete in itself and true to its purpose, so that he seldom failed to impress upon the minds of his pupils the thought he intended to convey. His practice embraced three points he considered of especial importance:

1. A thorough elucidation of the subject to be studied, and of the language in which it was expressed.

2. The assignment of long lessons to be committed thoroughly to memory and reproduced in the words of the text-book, his idea being that the continuous current of language passing through the mind must, of necessity, induce correct habits of thought and expression.

3. The frequent exercise of his pupils in a few simple principles of composition, the violation of which was destructive of all good writing, conformity with which was conducive to correctness and even elegance of style. The answers to questions and the models of letters which, at the suggestion of the present principal, he wrote for his pupils, after they had completed similar compositions of their own, were such exquisite specimens of English, that, in their admiration, those for whom they were designed could not refrain from offering daily adulation.

His moral and religious influence was positive. Every week he enforced in a lecture to his classes a lesson of duty; and, in his turn, he, from time to time, officiated in the chapel before all the pupils. The plain words of scripture were his inspiration, rather than the tenets of the schools, and his simple, unsectarian teaching was adapted to seal to Christ the soul of the believer, under whatever name he might he called.

MISS SARAH PERRY.

By Miss K. Thompson.

Since the last convention, three teachers from the Ohio Institution, who were then present, have finished their work, and of all it may be said, "well done."

The first death was that of Miss Sarah Perry, who entered upon her work in 1873, at the age of eighteen, though mature beyond her years. Previous to the removal of her family to Columbus, her education had been carried on at home, under the instruction of her father, who was a minister. After that she entered the high school and finished the course in two years. While pursuing her studies she had been interested in deaf-mutes, and resolved to devote herself to their instruction. She brought to the work intelligence and enthusiasm, with a determination to succeed, and to this end made the interests of the deaf-mutes her own. By almost constant association with them, outside the school-room, in their recreations and social life, she soon became familiar with their language. Their society was always pleasant to her, and whatever she did for them

was considered a pleasure rather than a duty. Her interest and zeal in her work led her utterly to disregard all indications of the insidious disease which resulted in her premature death. After six years of more than faithful service, her failing health did not admonish her to relax her labors.

To those who noticed her failing strength, it was painful to see the little thought or care she had for herself. She consented to leave her school-room only a little more than a week before her death, which occurred on the 2d of June, 1879. Her dying words were: "I am glad I have lived for the deaf and dumb." Her memory will be perpetuated for years to come by the gift of one hundred dollars, the yearly interest to be used in supplying books and papers for the younger pupils of the institution—an example worthy of imitation.

MISS HARRIET DARE.

By Miss K. Thompson.

Scarcely one who was present at the last convention but will recall the noble presence and the attractive, genial face of Miss Harriet Dare. Not in pain and weariness and failing strength did she finish her work, but in the full flush of health and all its pleasures, she laid down her armor. Stricken down in a moment, she left her work *well done*. With the close of her week's work, on Saturday, she left her school-room never more to enter it. Going out for a ride with a friend in the afternoon, the swift sharp stroke of apoplexy called her to her reward, and only her lifeless form, lovely even in death, came back to us.

Miss Dare was a person remarkably fitted, by peculiar qualities of heart and mind, for the work in which she was engaged. She had been for some years a teacher in the public schools of Zanesville, Ohio, which was her native place. For a long time she had enjoyed the friendship of Dr. Byers, the secretary of the board of state charities, and at his urgent solicitude, accepted a situation as teacher in a boys' refuge, in Cleveland, Ohio, a position in that state never before filled by a lady, and *then* considered experimental. So well qualified was she for this peculiar work, and so earnestly did she engage in it, that she made the experiment a success, and more than justified the expectations of those who doubted its wisdom. She possessed rare skill in controlling bad boys, and her influence for good, upon all who came under her instruction, was remarkable. Circumstances beyond her control brought her labors to a close, after two years in the refuge, and in 1876 she accepted a situation in the Ohio Institution. She brought to her work there the same qualifications that had made her work elsewhere so successful. She was thorough in everything. She never did any half-way work, nor accepted it from others. Obedience was made a pleasure, rather than a task. The dullest pupil was not neglected, and the worst was not considered too bad to be reformed. Her strong character left its impress upon all who came in contact with her.

In her death, which occurred on the 20th of May, the institution has lost a most efficient teacher, and the deaf a friend most solicitous for their welfare.

MISS GERTRUDE WOOFER.

By Miss Kate Thompson.

The death of Miss Gertrude Woofter has occurred so recently that the circumstances are not fully known. At the close of the year, she left school in her usual health and with the expectation of returning, but the Great Superintendent has called her to her reward. She, too, left a record as teacher worthy to be imitated. She became connected with the institution in 1871, and, with the exception of a year spent in rest and recreation, has since then devoted all her energies to the work of mute instruction. She was efficient, prompt and faithful in the performance of her duties.

She died in Chicago, on the 13th of August.

SELAH WAIT.

Mr. Wait, for many years the senior teacher in the Illinois Institution for the Deaf and Dumb, was born in Preston, Chenango County, N. Y., August 15, 1829. At the age of two years he became deaf from inflammation following a severe cold. He grew up on a farm, and at the age of twelve was sent to the Institution for the Deaf and Dumb, in New York City, then under the principalship of Dr. H. P. Peet. Here he remained for seven years, graduating in 1848. The next fall, having been recommended by Dr. Peet to Mr. Officer, who was at that time principal of the Illinois Institution for the Deaf and Dumb, he was engaged as a teacher in this institution. In 1858, when he had been teaching ten years, he married Phoebe M. Van Doren, of this institution. He also bought a lot and built a house, in which he lived until his death, which occurred July 30, 1882, at the age of 53, having taught thirty-four years. Mr. Wait was eminently though quietly social in his disposition. After the death of Mrs. Wait, in 1875, he kept together his family of five children, one of whom has now been for two years a teacher in this institution; another graduated with high honors in Illinois College, a third is engaged as a teacher here, and the two youngest are in the upper grades of our city schools.

The influence and example of Mr. Wait, both as teacher in the institution and as a member of the community, were in the highest degree worthy and honorable. As an instructor he was kind, patient, cheerful, industrious, apt to teach, an excellent sign-maker, fruitful in illustrations. As a citizen he was social, benevolent, public spirited, just, and ready to help in every good work. His advice was highly valued and often sought by the mutes of Illinois. A member of the Central Presbyterian Church of this city, as a Christian he was a living illustration of the precepts of the Bible, and his influence upon the generations of the deaf and dumb will long be remembered. His acquaintances and associates can say of him with truth, "*Integer vitæ, scelerisque purus.*"

AMOS LEWELLYN PETTINGELL.

By A. L. E. Crouter.

Amos Llewellyn Pettingell, one of the younger members of the profession, has passed away since the adjournment of the last convention. He was born in Saybrook, Connecticut, on the 18th of June, 1852, and greatly to the surprise and sorrow of his relatives and friends, after a painless illness, suddenly expired on the morning of the 18th of December, 1880. His father, the Rev. I. H. Pettingell, has spent many years in the work, being now connected with the Pennsylvania Institution, where it was his pleasure to labor side by side with his son in the noble cause to which he had devoted his life. Mr. Pettingell, after having received a liberal education in this country and in Europe, became regularly connected with the Pennsylvania Institution in June, 1871, and though young in years and experience, devoted himself with such zeal and energy to the study of the sign language and the methods of imparting instruction to the deaf and dumb, that he soon became recognized as one of the most promising young men in the work. As an instructor he was pains-taking and very successful. He was energetic, industrious, sympathetic and patient in all his efforts to advance the interests of the class with which he had chosen to cast his lot. Possessed of a highly moral and religious nature, he was especially successful in his labors to advance the spiritual welfare of his pupils. He was not demonstrative in his professions, nor very active in outside church work, but in a quiet Christian way daily strived to labor as best he could for the happiness of his fellows, and to serve the Divine Master with all his heart and with all his soul and with all his strength and with all his mind.

HORACE SMITH GILLETT.

By J. C. Gordon.

On the 6th of February, 1882, in the city of Indianapolis, there fell asleep one whose life was wrought into the lives of those within the sphere of his influence to a degree that has rarely been equalled; and, while these lives are Horace Smith Gillett's most enduring memorial, it is fitting that this convention should do what in it lies to keep his memory green. His was a character to inspire love and respect in an eminent degree, and an affectionate regard he won from all who came into contact with him. Of dignified mien, of quiet and unassuming ways, it was not easy to understand why he should be so loved of men, till nearer acquaintance revealed the man in all the beauty of a soul symmetrically developed. His character rested upon an honesty that was transparent, a conscientiousness that was rare, and a devotion to God that kept him very near to the Divine Master.

Mr. Gillett entered the Ohio Institution as a teacher in 1841, became superintendent of the Tennessee Institution in 1850, and five years later entered the Indiana Institution, where he was in charge of the "high class" from its organization until his death. He was thus continuously engaged in the work so dear to his heart for as

period of more than forty years. As a teacher his labors were crowned with great success. Ever gentle, kind, sympathetic and remarkably patient, he wrought not only with skill and far-seeing wisdom in the class-room, but he was as a father to every pupil who came under his instruction.

Mr. Gillett was a man of liberal education and scholarly tastes, of rare common sense, and always and everywhere a courteous Christian gentleman.

Such in brief was, such is Horace Smith Gillett, for

"He who in God lives, liveth evermore."

WALTER W. ANGUS.

By Dr. T. MacIntire.

Walter W. Angus has been called away since the last convention. He was a native of Geneva, New York. He lost his hearing at the age of nine years, after he had learned to read and write. By the aid of friends he continued his studies at home for a number of years. He retained his power of speech almost unimpaired, although entirely deaf, but could not understand the speech of others. He was one of the earliest graduates of the high class of the New York Institution. After two or three years' training as a teacher there, he was called to the Michigan Institution, and thence to Indiana, where he taught with great success until his death in September, 1879. Mr. Angus was a person of more than ordinary force of character, and of untiring industry. He was a diligent student, and his reading and information were extensive. His attainments were such as to deserve the honorary degree of Master of Arts, conferred upon him by the National Deaf-Mute College.

Mr. Angus was a forcible writer, as his oration before the Alumni Association of New York, and papers published in the *Annals*, show.

In his intercourse with his associates, he was dignified, courteous and kind. As a friend, he was faithful and true. He was always ready to counsel and assist his less experienced associates.

By all his associates and by a large circle of acquaintances he was esteemed a sincere Christian. He is parted from us, but his influence for good in the course of deaf-mute education in the New York, Michigan and Indiana institutions, where he labored, is still felt, and his memory is cherished by all who knew him.

THEODORE CRAWFORD BOWLES.

By G. L. W.

Theodore Crawford Bowles, coming to the work of deaf-mute instruction late in life, and dying soon after, was not well known in the profession, but in his own institution, and among his immediate associates, his worth and ability were both recognized and respected. His career as an educator, begun in the public schools of Ohio, and continued as agent of an educational publishing house, was interrupted by the outbreak of the war, which drew to its support so much of the intelligence and energy, as well as the physical forces of the country. The contriving mind and relentless energy of Captain Bowles could not be hidden in the office of quartermaster of

the Fifteenth Ohio Regiment, but speedily found vent in a higher office, as commander of Jefferson Barracks, Ind. The arduous labors involved, combined with previous exposure, too severe for even his herculean frame, planted the seeds of the disease which finally took from earth the soul of him who was an ornament to it.

With ill health came the inability to struggle with the world as he had once done, and thinking that greater quiet and peace might be obtained in an institution for the deaf, than in the active practice of law, in which he had engaged after the close of the war, he sought and obtained the appointment as superintendent of the Kansas Institution at Olathe. Of his subsequent career little need be said. The fruits of his energy and ability are apparent. Under the touch of his hand, substantial improvements in buildings and appointments were the order of the day. His policy, bounded by no narrow views, looked constantly to great things, worthy of the young state of whose record and progress he was so proud. His mistakes were those chargeable not to the weak mind nor cold heart, but to the infirmities of disease and inexperience in the special work of deaf-mute instruction. For one year only, was he able to attend actively to the duties of his office; then smitten down by his old enemy, a constant battle was waged for life. Suffering indescribable torture, hoping against fate, his courage failed not while life remained.

The desire for health and strength so often expressed, was all that he might complete the plans which had been formed, and carry to fit termination the schemes of improvement but just begun.

On April 4th, 1879, Major Bowles tendered his resignation as superintendent of the Institution, and on April 8th, that great heart, filled with earnest devotion to the cause of deaf-mute instruction, ceased to beat.

LEVAT C. WHIPPLE.

By Prof. E. A. Fay.

Levat C. Whipple, for ten years teacher of the private oral school at Mystic River, Conn., died on the 14th of September, 1879. Mr. Whipple was a man of lovely temper, of unwearied patience, of indefatigable industry, of single-hearted devotion.

He labored for his idea as well as for his pupils, and any man that does that, will achieve success, no matter what be the merits or demerits of his system. His so-called "Natural Alphabet," depicted more obviously than Mr. Bell's the position of the organs of speech in the processes of articulation, but his analysis of sounds was neither so systematic nor so exhaustive. He had several pupils who learned from him to speak and read the lips, after they had graduated mute from other institutions, and these gave him a reputation in New York and New Jersey. Among these pupils may be mentioned Miss Putnam, of Saratoga, Miss Warren, of Albany, and the Lawrences, of Tom River, New Jersey. Mrs. Laura R. Searing, better known under the *nom de plume* of Howard Glyndon, was also for some time under his instruction.

Mr. Whipple was still a young man at the time of his death. To our limited vision his death seems untimely, for he was one important factor in the complex problem of deaf-mute education, and

had he lived, his system would probably have taken such form and shape as to have rendered great service to our work. Even now it may not prove one of the lost arts, as members of his family are endeavoring to follow in his footsteps, and make his success theirs.

His method of instruction in language approached most nearly to what has been called the natural method, but it needed time to carry it out. He was successful in giving a fair knowledge of idiomatic English to some of his pupils, but it was triumph in teaching articulation and lip-reading that chiefly constituted his excellence. Mr. Whipple was a frequent visitor at the New York Institution, and between him and its principal, Dr. I. L. Peet, grew up an intimacy founded on mutual esteem and respect. It is to Dr. Peet that I am indebted for this estimate of his work.

CHARLES D. MCCOY.

By C. W. Ely.

Charles D. McCoy, late principal of the Virginia Institution for the Deaf and Dumb and Blind, was born in Fauquier county, Virginia, near Warrenton, Dec. 16, 1837. His parents were William McCoy and Sallie Kemper McCoy. His early education was received in the private schools and academy of his native place. He entered the University of Virginia, and at the end of his course adopted the profession of teaching, commencing the work as assistant in the Staunton Academy, at Staunton, Virginia, in 1860.

In the spring of 1861 he enlisted in the Confederate service, and by successive promotions reached the rank of captain. He was taken prisoner at Spottsylvania Court House, May 12, 1864, and confined at Fort Delaware, Pulaski and Morris Island, till June 21, 1865. The following year he taught in the Staunton Male Academy. October 8th, 1866, he became principal of the Natchez institute, Natchez, Miss. In August, 1868, he was chosen senior teacher of the blind, in the Virginia Institution for the Deaf and Dumb and the Blind; and in August, 1871, became principal of that Institution, retaining the position till his death.

Mr. McCoy was married October 1, 1866, to Miss Minnie Jenkins, of Baltimore, Md., who, with five children, survives him. He died of consumption, at his home in Staunton, September 11, 1879, his last words being: "waiting for the Lord."

Mr. McCoy was taken away in his prime, at the very height of his usefulness, and his loss is deeply felt, not only in the institution and community where his life was spent, but at the homes of the afflicted children who had received his fatherly care. The esteem in which he was held by his fellow citizens, as well as the positions of trust which he filled, testify to his excellence and sterling worth.

DAVID H. CARROLL.

By Prof. G. Wing.

David H. Carroll, a teacher in the Minnesota Institution, died May 7, 1882, in the 45th year of his age. He was born in New Lexington, O. His early education in the common

schools, lost his hearing at the age of twelve, attended the Ohio Institution two years, and graduated from the National College at Washington with the highest honors of his class, in June, 1873.

In September, 1873, he was appointed a teacher in the Minnesota Institution, where he continued until his work was interrupted by the illness that terminated in his death. His wife and infant daughter survive him.

As a teacher, Mr. Carroll was earnest, hard-working, and highly successful. As a man and a Christian, he was above criticism. His noble character, his devout and consistent Christian life, his wise and efficient methods of instruction, his earnestness and faithfulness in every duty, his kindness and self-sacrifice, have left their impress upon the institution where he labored. Among the pupils, the influence of his pure and upright character has been of incalculable value. To his associates he was a mentor, spurring them by his example to higher aims and greater efforts.

JOHN BARRETT MCGUNN.

By Prof. R. Mathison.

Mr. J. B. McGunn, of the Ontario Institution, died at Belleville on the 21st of January, 1880, aged 70 years. He came to this country from Ireland in 1854, and for a time was engaged in the institution at New York. Removing to Canada soon afterwards, he started the first school for deaf-mutes in that country, and was the pioneer teacher there. He labored faithfully in the work amid many discouragements, and by his pen and voice in all the counties, aroused the interest which finally induced the legislature to erect the institution at Belleville. During the last year of his life he was incapacitated from active labor, but every day, while his strength permitted, he visited the school, and when unable to do so during his last illness, his conversation was always directed to how the condition of the mutes in Ontario might be improved. In his death, the mutes everywhere lost an earnest counselor, and his many admirers a warm-hearted friend. Those who knew him best, esteemed him most. He died in peace, with a sure and certain hope of a glorious resurrection.

The mutes of Ontario especially owe him a debt of gratitude, and to show it, are about erecting a monument to his memory, over his remains, at the cemetery at Belleville.

A few remarks were made by W. A. Caldwell, in reference to the late P. Fowler, of the California Institution.

After the notice of Prof. Bartlett's life had been read, Mr. Wells, a deaf-mute, said that he had been a pupil of Mr. Bartlett in 1845. He was a kind, pains-taking and successful teacher. Mr. Wells was much indebted to him, and trusted he was happy in another world.

Mr. Booth was a pupil in Hartford when Mr. Bartlett came there as teacher, and was with him afterward as a teacher. He remembered Prof. Bartlett well, and had met him several times recently. He was a good man, a faithful teacher and friend. His anger continued but a short time; if he corrected pupils, they entertained no ill-will against him.

PROF. NOYES—Mr. President, In conclusion, I think we cannot but be impressed, as we have heard from these departed ones, no only what a long list, but what a galaxy, and what a blessed thing to have them as an inspiration. May their mantles fall upon us and may we, as we see one after another depart and enter into rest, renew our vigor as we come near to the close of this interesting convention. May we buckle on our armor, and with new resolution and new purpose, God helping us, determine that whatever we have to do we will do with our might.

THE PRESIDENT—The chair would inquire of Prof. Ely whether he has produced, in writing, certain suggestions made to us in the morning.

PROF. ELY offered the following:

Resolved, That to meet more fully the desires of the members of this convention and to advance as far as possible the practical school-room work, the executive committee be directed to take into consideration the practicability of combining with the general exercises at the next convention, some of the features of normal institute work, and that for this purpose the committee be empowered to appoint, previous to the assembling of the convention, a teacher of experience to take charge of each of such branches as shall to the committee seem best to present in this manner, the hours for holding the normal classes to interfere as little as possible with the general exercises of the convention.

PROF. WALKER—Mr. President, I ask the privilege of seconding the motion, believing that the resolution, if carried out, will be an invaluable aid to the working of this convention, and to the teachers in their school-rooms after they leave the convention and enter upon their work for the year. We have had a taste of what these meetings might be, if carried out fully according to this plan, in two meetings we have held during the sessions of this convention in one of the school-rooms. I believe it is no experiment. It is a success before it is adopted. There is no doubt that every one in this convention has been interested in the papers that have been presented, and has taken a great interest in the topics. I can say for myself that I have never been more interested in the proceedings of any convention, than I have in this. But we should not spend all our time, it seems to me, on themes and papers that might be sent to the *Annals*, for instance, for publication, and be read with as much interest and profit in that periodical as if they were heard in this convention. I believe this resolution is not only practical but practicable.

The resolution was adopted.

PROF. NOYES read the following resolutions:

WHEREAS, The National Deaf-Mute College in Washington has rendered great and efficient aid in advancing the cause of deaf-mute education in the United States; and

WHEREAS, The funds for the support of the college come from the national treasury, as is proper, therefore,

Resolved, That we, directors, superintendents, principals and instructors of the various institutions in America assembled in this their tenth convention, extend to the authorities and faculty of the college, our grateful recognition of the good work already accomplished, and would most respectfully urge upon them the importance of increasing the facilities and perfecting the curriculum and all the appliances of the college, as best they can from time to time, that the graduates may enter into the various professions and spheres of life open to them with an education, culture and character that shall in no way be inferior to that of the graduates of the best colleges in the land; and moreover

Resolved, That we earnestly commend to the favorable consideration of our senators and representatives in Congress the National Deaf-Mute College in Washington, and respectfully ask that they use their influence, not only to foster and support this national institution, but also from time to time to increase its funds, so as to enable the authorities of the college to enlarge or increase its appliances in a manner becoming this national institution, and one destined to be so useful and beneficial in its influence upon the various institutions of our land, and upon this increasing portion of our population.

Resolved, That the secretary furnish Dr. E. M. Gallaudet, President of the College, a copy of these resolutions.

PROF. NOYES—It has been my pleasure this summer to attend three or four commencement exercises in colleges, first at Carleton College, Minnesota, and then at Yale College, where I graduated in 1852. One of the peculiar features of these commencement exercises, was the one in which the friends of the college rallied round it and spoke words of good cheer and congratulation. It has seemed to me that the National Deaf-Mute College in Washington, being the only one of the kind in the United States, being the one from which so many are going forth annually, some of whom are entering our institutions as teachers, we ought to assure the president and faculty of the college that we are in sympathy with them and want them to see that the students, when they leave, are young men of well trained minds and of characters above reproach. I am inspired largely to offer these resolutions by the noble character of a college that could graduate such a devoted man as Professor Carroll. A college that never turned out but one such man would pay, —a man so pure, so eminently useful and helpful, and whose influence is felt throughout our commonwealth. It is proper to give this college a word of good cheer and to tell our members of Congress that they be not stingy and suspicious in regard to funds. We want them to look well to economy in the use of the people's money; but here is an institution that is widely beneficial, and we appreciate the work it is doing.

DR. MACINTIRE seconded the resolutions.

DR. PEET—I think there can be but one voice with regard to these resolutions, and no want of appreciation or respect entertained for this college and its work. I appreciate it more and more, year after year, its work, its graduates, its students, its faculty and its president. There is only one point in connection with that college which I should like to have changed, and if it could be done, I should feel that the college was accomplishing more for the benefit of the deaf than it has been able to heretofore. In our part of the country, there are some deaf-mutes who are prevented from going to the college by the fact that though the board and tuition are furnished gratuitously, there are incidental expenses amounting to \$100 a year, in the way of clothes, and traveling expenses, and books, for which no provision is made. What I would suggest is that provision be made, either by Congress, as is done at West Point, or by endowment of funds, to remit to the students the whole rather than only a part of their expenses, so that no deserving deaf-mute, capable of passing the college course, be debarred by want of means from enjoying its benefits.

The resolutions were adopted.

THE PRESIDENT—I may take a single moment to say in good old Saxon, from the bottom of my heart, "We thank you."

Resolutions were then offered as follows, all of which were adopted:
By Mr. Gordon:

Resolved, That all invitations for the entertainment of the next convention be referred to the standing committee, who are hereby authorized to take all necessary action in the premises.

By Mr. Atwood:

Resolved—That P. G. Gillett and J. H. Woods be a committee to whom shall be entrusted the minutes and papers of this convention for publication and distribution.

By Mr. E. A. Fay:

Resolved—That the thanks of the convention are due and hereby tendered to the board of trustees of the Ohio Institution for the Deaf and Dumb, for their wise generosity in presenting the profession with the proceedings of the Ninth Convention in a printed form; also to Messrs. G. O. Fay, O. S. Perry and Robert Patterson, committee on publication, for the satisfactory manner in which they performed the laborious duties committed to their care.

By Mr. Crouter:

Resolved—That the thanks of the convention are hereby tendered to the representatives of the press, who have so fully and satisfactorily reported its daily proceedings.

By Mr. Tate:

Resolved—That the thanks of the convention are hereby tendered to the Chicago and Alton Railroad, the Wabash, St. Louis and Pacific Railroad, and the St. Louis and Iron Mountain Railroad, for their liberality in granting reduced fares to delegates passing over their roads.

By Mr. Greener:

Resolved—That the thanks of this convention be tendered to Dr. Gallaudet and his several assistants for the able manner in which they have interpreted the deliberations to the deaf-mute portion of the convention.

By Mr. Ely:

Resolved—That the thanks of the convention are hereby tendered to its president and his assistants for the intelligence, discrimination, impartiality and courtesy that have characterized the discharge of their duties.

By Mr. Mathison:

Resolved—That the thanks of the convention are hereby tendered to H. F. Carriel, M. D., Superintendent of the Hospital for the Insane, for his courtesies extended to this convention.

By Mr. Kennedy:

Resolved—That the thanks of this convention are hereby tendered to the secretary and his assistants for the full and accurate record of our proceedings.

By Mr. Gillespie:

Resolved—That we recognize the courtesy of Hon. Shelby M. Cullom, Governor of Illinois, of Hon. W. M. Springer, of Hon. F. H. Wines, and of K. A. Mott, of Minnesota, in attending our sessions and in contributing so substantially to our proceedings.

By Mr. Haskins:

Resolved—That this convention recommend to Congress that provision be made by that honorable body for the higher education of deaf-mute ladies.

MR. E. A. FAY said there were in his hands between two and three hundred copies of the Proceedings of the last Convention, which would be sent to all who applied.

MR. MATHISON said if any wished copies of the Proceedings of the Belleville Convention, he would be glad to supply them.

MR. HAMMOND offered the following resolution:

Resolved—That this convention hereby express its appreciation of the overflowing hospitality extended to it during its session by the board of trustees, representing the generous policy of the people of the state of Illinois, and especially for the untiring, the complete, the unbounded attentions of the ubiquitous superintendent and his accomplished family, assisted and supported so fully by the care and labor of his business clerk, the matron and her associates, and all others entrusted with responsible care.

MR. HAMMOND—Mr. President, in offering this resolution, I should like to make it stronger, if it were possible; but I am not very much given to speech-making. I will say, however, that such a board of trustees, that is willing to take upon itself the responsibility to extend the hospitalities of this great institution, not only to the members of the profession, but also in quick succession, to the graduates of this institution—such a board of trustees deserves a higher encomium than I can give. As soon as we came upon the

grounds of this institution, we felt as if we owned the institution, so freely were its hospitalities extended to us, and so generously were we urged to visit every part of the institution at our own convenience.

And with regard to the superintendent, I may add that we could hardly find a corner or nook in these whole grounds that we would not find our superintendent, untiring and assiduous, and working continually for the comfort of his guests, whether it were at five o'clock in the morning or eleven o'clock at night. Wherever you might meet the superintendent, he never seemed weary or tired or to carry any care upon his shoulders. All these labors seemed to exert no effect upon him. There appeared no strain upon his physical endurance. As for the rest, he was most ably seconded by those who were entrusted with any responsible position, and by all persons about the institution. And, sir, it seemed to me, returning to this institution after an absence, as if it were impossible for me to take in at once all that had been done since I first entered it.

I shall go away with a feeling of great pride to think that I had been permitted to visit such an institution. [Continued acclamation].

THE PRESIDENT—This resolution is already adopted.

PROF. SWILER—I suggest that we adopt the resolution by a standing vote.

The suggestion was adopted, and the resolution passed by a unanimous standing vote.

DR. GILLET—I would like to say a word or two. I assure you, gentlemen, and ladies, and Mr. President, that all the thanks are by no means due from you to this institution, or to its trustees, or officers, least of all to the superintendent. If you have had half the pleasure that we have had in seeing you, you have been more than repaid. There was more than pleasure in the minds of the trustees of this institution when they instructed me to send forth to you invitations to hold here the Tenth Convention of American Instructors of the Deaf and Dumb. I suppose that I have had an honor during the last few days that probably no one else has ever enjoyed, and that is of being the one who seemed to be chief in entertaining a second time the convention of American Instructors of the Deaf and Dumb; and as I am still in the slippery paths of youth, and am here only on trial, (for I was informed by the board of trustees nearly twenty-seven years ago, that they would take me on trial, and if I succeeded they would allow me to stay), if I am here until about the year 1900, I think I shall entertain the fifteenth convention.

But I was about to remark that there was something more than pleasure in the minds of the managers of this Institution, and of the officers in its employ, who, without any exception, have had the opportunity and privilege of attending and of participating in the pleasures and reaping the benefits and advantages of such a convention as has been held here. I have taken care to-day to pass around among my comrades, and to ask them what kind of a time they have had. If they have said that they have had a "nice time," I have replied: "We do not care about the nice time; but have you had a profitable time, something that will help you in your work?"

So far as we are concerned, we have had a nice time, and are better fitted for work; our purposes, our hopes and our aims have been deepened. And I am happy to say that, with one voice, all persons present have said that the character of our guests has been such, their zeal and enterprise and wise counsels have been such, that we have had not only a most joyous time, but a time most profitable to us, and one that will tell in the future history of this institution, for the efficiency of its officers and the improvement of its pupils.

Now, sir, I have had a great many delights during this convention. It has been pleasant to sit around the festive and social board with this honored man—the President (Dr. E. M. Gallaudet)—whom I was most anxious should be made president of the convention, and with others here, I have had a very great delight to see you, my co-laborers, from all over this great land of ours. I have had great delight and intense happiness in seeing here some of my old comrades, whom I first instructed in the mysteries of the wonderful work of instructing the deaf and dumb; and let me tell you, my friend and brother, that the most difficult enterprise that the principal of a deaf and dumb institution has to carry out, is to secure qualified, and to retain thoroughly competent teachers. You cannot make a thoroughly competent teacher in three or in five years; we are talking now solemnly and on solemn things. We have just been saying the last words of respect for our fellow comrades, who have gone to their silent rest within the past few years, and in the solemnity of such a presence, we say it is a solemn, a profoundly solemn, an awfully solemn thing to stand in the relation of teacher to deaf-mute pupils; and the thing that the superintendent and presiding officers of an institution for the deaf and dumb needs to look after with the greatest and closest care and scrutiny, is the character and qualifications of the individuals to whom they intrust the instruction of a dozen immortal minds, to mould not simply their intellectual life, but their moral and religious character.

Well might any one tremble in the presence of such responsibilities as these.

It is to aid us and to aid these trustees in such work as this that we have taken great delight in inviting you to come and rest a few days under our vine and fig-tree, that we may gather wisdom for our comrades and co-laborers, from the experience gathered here from all over the land—north, south, east and west. And I stand here to say, with a feeling of professional thankfulness, that I have great pleasure in seeing here the man who saw a little tree planted by the fathers of these two excellent men (Dr. Peet and Dr. Gallaudet), who saw a little shrub growing until it came to blossom into a great tree of life, and a great tree of knowledge, without any threatening angel or sword of fire to keep away those who would approach the tree; but with the angels of mercy traveling through the land and gathering, wherever they meet them, in the mountains, in the forest, and upon the wide prairies, these unfortunate souls and carrying them and urging them to rest securely in the shade and coolness and delights of these beautiful trees and partake of their fruit. I say it has been a profound pleasure to see that venerable man, whose footsteps will not be going in and out much longer.

Many of us were strangers; we shall part as warm friends. As you have seen proper to express so beautifully appreciation and thanks, that we have consented to receive these visits of angels not unawares, I want to say that we are profoundly thankful and grateful to you that you have honored us; and as we go hence to the east, west, north, and south, we shall go praying that the blessing of God that maketh rich, may fall upon those who remain behind, and rest upon those who go hence.

Mr. President, brethren and comrades, may God bless you and keep you in all your life. [Great applause].

MR. GORDON—I feel that it will not be doing justice to some in the convention if I do not say what little I have to say at this moment. The matter of practical details, or little things which annoy and worry and plague the souls of many of our younger instructors, in particular in regard to details of school-room work, is an important thing, and there are many who can shed light upon these points. At the informal meeting last year we had this subject up; and the question raised is, is there no way by which we can all learn what has been the experience of those who have met these difficulties in instruction? The answer given then is the answer I wish to make to this convention, and that is, that we have an organ, *The American Annals* for deaf and dumb children, whose editor will be only too glad to receive all these puzzling questions in relation to the details of school-room work. Let us have them sent to the editor of the *Annals*. I know the editor will only be too glad to have this brief explanation.

PROF. TATE—I second the remarks made by my friend and colleague. Some persons appear to have the idea that nothing is acceptable but a very long and carefully prepared article; but short articles are always most acceptable. I should be glad if the *Annals* could be made a medium of these communications.

THE PRESIDENT—If no further business is brought forward, the hour of adjournment having arrived, I ask the indulgence of the convention for a moment or two while I say a word in parting.

My good friend Dr. Gillett and I have sometimes had discussions; he has often had the last word, but I think he will allow me to have the last word to-day.

DR. GILLETT—With pleasure, sir.

DR. GALLAUDET—He has been so kind to us as to suggest that we have come in here upon him like angels, though not unawares. I had not ventured in my own thought to arrogate to myself the qualities of an angel; but I had been led to think, as I was contemplating the happiness of the days that have so pleasantly rolled by, that I had reached a little heaven on earth; and I am sure we cannot too highly appreciate the great favor that has been done to us in that we have been permitted to come to this most hospitable place, and that we have been permitted to enjoy and profit by it. I do not think the description given by the poet, of those who were enjoying the pleasures of paradise, will overstate what we have enjoyed here, when he says:

"They eat, they drink, and in communion sweet
Quaff immortality and joy."

For certainly here we have eaten and drunk most sumptuously at the bounteous boards of our host; and in union sweet, if we have not gained that goal called physical immortality—which we would not desire—we have all been elevated and strengthened in those aspirations, the presence of which within the human heart makes life worth living, and makes us all immortal.

So I conceive, my friends, that we must go away from here with gratitude deep in our hearts that we have been permitted to enjoy and profit by the proceedings and friendly intercourse of this convention.

But I have a single thought in addition to suggest as to the character of our meeting. We know it has been helpful; we know it will be helpful in the memory of each one; but there are one or two peculiarities which call for our special gratitude. We have here assembled men and women with diverse views, who work in different methods, who have different beliefs as to what is best for the whole class for whose elevation we are laboring; and yet we may rejoice to say that with all these diverse views, we are now separating in harmony, with a purpose to do, rather than to dispute; to accomplish rather than to express extraordinary differences of opinion. We shall all go to our homes and try to show in our work that we are laboring for the benefit of that class whose needs command our efforts. It is something to be especially grateful for.

Another feature of this convention, and of our conventions in America, is this, that we are satisfied to come together, having different views and methods, without a partisan purpose to carry the convention, or to secure a vote for this method or that system: and so no one's feelings are hurt; no acerbity of disposition is brought to the front; no violent disputes arise; but in earnest emulation we meet together as brethren in unity. For this we have reason to be thankful; for it is not so all over the world. I think it is one of the elements of strength in our work in America, that we are a multitude in unity, holding many views, strengthened and bound together with one earnest purpose. I am sure if this is true, and I think no one will question it, that we have reason to congratulate ourselves that we are such a convention, that we have a history that is our own; and now, as the parting moment comes, let me remind you, dear friends, that though we may not be together here in the daily union that has been so pleasant, and in the enjoyment of the hospitalities of a paternal and maternal character, in which we have rejoiced as children in one great family, we may yet go hence carrying with us mental pictures that memory will keep fresh through all the years that yet remain to us on earth. So while we go, none of us will ever forget the halcyon, golden days spent here in Jacksonville, in this noble institution.

I will ask my brother to dismiss the convention with an appeal to Almighty God for his benediction.

REV. DR. THOMAS GALLAUDET offered a short prayer and pronounced the benediction, and the convention adjourned *sine die*.

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